

EXCHANGE
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THE SIERRA EDUCATIONAL NEWS

Volume XIX

MAY 1923

No. 5



Richard Gause Boone

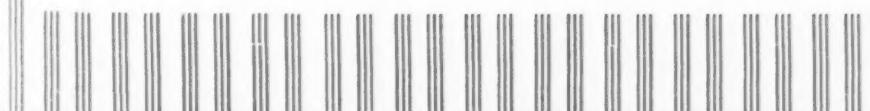
International Education

Oakland-San Francisco Meeting of N. E. A.

Digest of Educational Bills

Council of Education

Summer School Directory



Is Alum in Baking Powder Injurious?

CHICAGO, May 1, 1923.

**TO THE DOMESTIC SCIENCE TEACHERS
OF THE NATION:**

Many people believe that alum in food of any sort is always harmful. Away back in 1911 the whole question of whether alum was or was not harmful in food was submitted by the United States Department of Agriculture to the Referee Board of Consulting Scientific Experts. The following questions were submitted for the Board's decision:

1. Do aluminum compounds, when used in foods, affect injuriously the nutritive value of such foods or render them injurious to health?
2. Does a food to which aluminum compounds have been added contain any added poisonous or other added deleterious ingredient which may render the said food injurious to health? (a) In large quantities? (b) In small quantities?
3. If aluminum compounds be mixed or packed with a food, is the quality or strength of said food thereby reduced, lowered, or injuriously affected? (a) In large quantities? (b) In small quantities?

The conclusions of the Referee Board were based on three sets of experiments, all tests being on healthy young men by including alum in some form in their food. Many of the experiments were based on the use of bread made from alum baking powders. The final conclusions of the Board were issued by the United States Department of Agriculture as Bulletin No. 103. This Bulletin gives a summary of the unanimous findings of the Referee Board of which President Ira Remsen of Johns Hopkins University was Chairman.

The following are some significant findings made by the Referee Board:

"Alum, as such, is not present in the food (bread) when eaten. In the process of baking, the alum and soda in baking powder break up and recombine into several compounds. . . . Aluminum compounds when used in foods—as in bread—in such quantities as were employed in our experiments do not affect injuriously the nutritive value of such foods or render them injurious to health, so far as any evidence obtained in our experimental work indicates. . . . There is no evidence in our results to indicate that the occasional and ordinary use of bread, biscuits, or cake prepared with aluminum baking powder tends to injure the digestion. . . . In short, the board conclude that alum baking powders are no more harmful than any other baking powders."

Bulletin No. 103 gives the "last word" on the time-worn alum controversy. Every Supervisor of Domestic Science, every County Home Demonstration Agent, every housewife in America, should have a copy. Copies may be secured without charge by writing to the United States Department of Agriculture, Washington, D. C. The findings of the Bulletin are interesting, sensible, conclusive. They settle finally the question as to whether alum in baking powder is in any way injurious.

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Mary Fife Cole





A Message from a few of the many teachers who have made good with Compton's



I have spent fourteen years with the House of Compton, and for the last five years have averaged very close to \$5,000.00 per year.

I like salesmanship because when necessity or conditions demand you can always increase your income. During the year 1920 I earned \$5,000.00.

In 1920 I earned \$9,000.00, working four hours per day. During the hard times of 1921 I earned the same amount by working from seven to eight hours per day. I still look back to that day fourteen years ago when I joined the House of Compton as big event in my life.

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joined the House of Compton as
the big event of my life.
Leah Jackson

My only regret after three years with the House of Compton is that my entire life has not been spent with them. If you are tired of the same routine work, the same small sphere to move in and are truly longing for an opportunity as I was three years ago, investigate the Compton work.

which requires culture and refinement—and such would be your associates—second, a work of immediate interest from some of the very best people, and third, an income you can depend upon, however small.

Five years ago this month I decided that I was going to quit hoping for a bigger chance, and I know from experience that's what Compton's ~~savers~~ ^{successes} are.

Say you saw it in the Sierra Educational News

In school and department store work I found myself a complete nervous wreck, with orders from my physician to take three months absolute rest and quiet, with plenty of outdoor life. I could not do this because of financial responsibilities which I had to meet monthly.

After three months in the field with Compton's I had not only gained eleven pounds in weight, but found myself better off financially by far than I could possibly have been in double that time spent in the schoolroom.

Louise Crowder

* * *

The first thing that really attracted me to educational salesmanship was the opportunity for making money. My ambition from the start was to make \$300.00 per month. The first few months fell below that, but I averaged more than \$300.00 per month for my first twelve months.

Mary Fitz-Cole

* * *

I have just passed the five-year post with F. E. Compton Company, and wish that everyone could feel that the last five years had been spent as profitable and enjoyable as have mine.

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Frances Short

"I wish every home in America where children are growing up might have a set to help them in their education." DR. GEORGE D. STRAYER of Teachers College in an unusual letter says:

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Mrs. Mary C. C. Bradford, War President of the N. E. A. and four times State Superintendent of Colorado, was a member of our sales force from the time Compton's Pictured Encyclopedia was launched until she was re-elected State Superintendent. Mr. Carroll G. Pearce has just resigned his position as President of the Milwaukee State Normal School to join our sales force.

On this page are a few of the many teachers who have made good with Compton's. These teachers were not born saleswomen; they were just ambitious women who were not satisfied to spend a vacation in idleness.

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Emma Baum

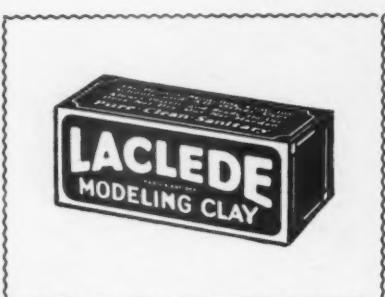
* * *

I joined the House of Compton after spending years as a teacher and mother, to make money to educate my boy. I succeeded in doing this, and now that he has been graduated and there is no further need of that, I feel that the work is so health-giving and such a real pleasure to me, and such a wonderful means of helping other mothers in their efforts to realize the dreams for their children, that I don't want to give it up. I have enjoyed my relations with my co-workers, and know of no position open to women which has the opportunity for earning and for service equal to the one offered by the House of Compton.

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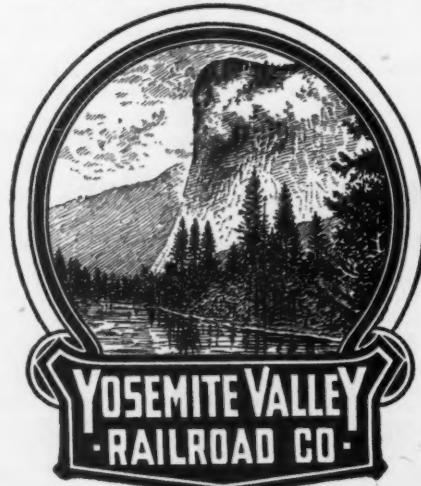
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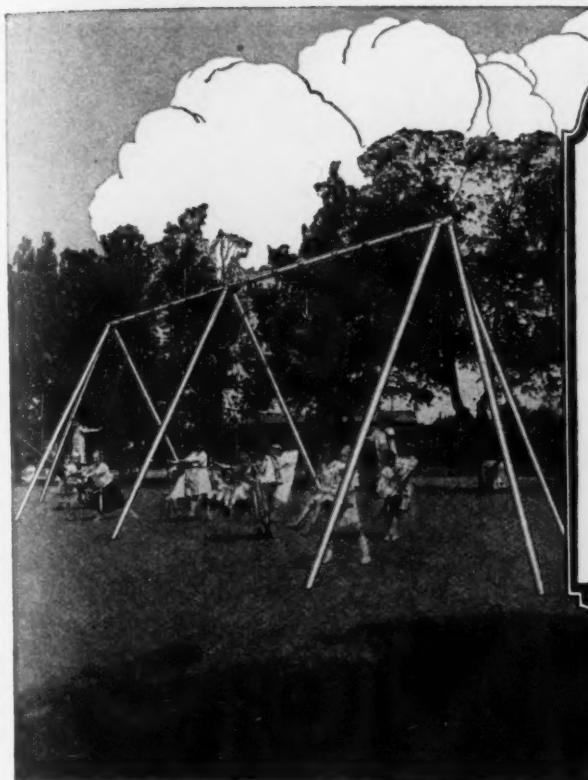
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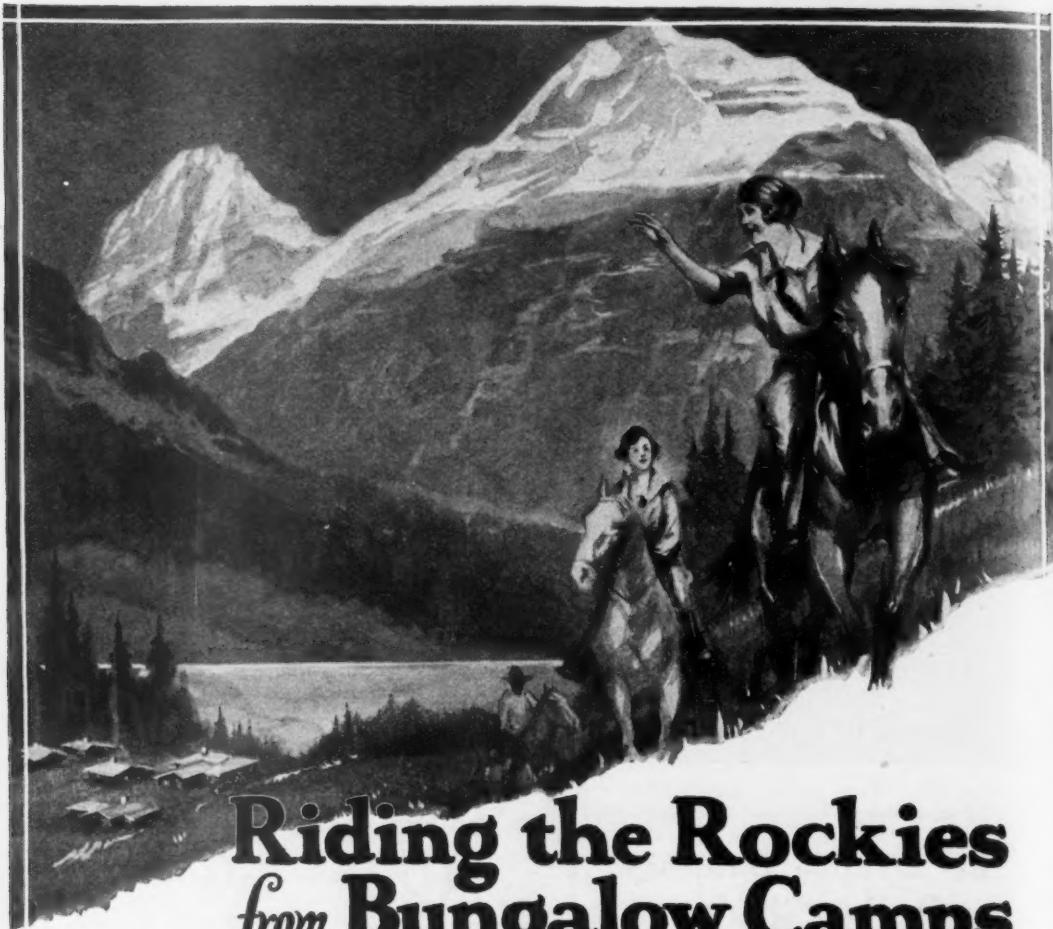


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THE SIERRA EDUCATIONAL NEWS

SIERRA EDUCATIONAL NEWS

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Dr. Richard Gause Boone, teacher, educator, author, who after a long life of service to California and the nation, passed away recently at his home in Berkeley. Dr. Boone was an authority on the science and art of education, was long professor of education at the University of California, formerly superintendent of the Cincinnati, Ohio, schools, president of the Ypsilanti State Normal School, and in recent years the Associate Editor of this magazine.



EDITORIAL



DR. RICHARD GAUSE BOONE died at his home on Sunday morning, April 8. Dr. Boone was of Quaker descent. He was born in Spiceland, Indiana, and received his early education in the academy of his native town. In 1886 he was appointed Superintendent of Schools of Frank-

DR. RICHARD GAUSE BOONE fort, Indiana. While in this position he received appointment as professor

of pedagogy in the State University of Indiana at Bloomington. While here he received the degree of A. M. from De Pauw University and that of Ph. D. from the University of Ohio. He pursued special studies in psychology and educational science in Johns Hopkins University, and was appointed to the principalship of the Michigan State Normal School at Ypsilanti. He afterwards served six years as Superintendent of the Cincinnati, Ohio, schools, being subsequently offered a professorship in the University of California, which position he filled until last year. On his retirement from the university, he continued as Associate Editor of the Sierra Educational News, a position which he had occupied for several years.

When Dr. Boone was called to the University of Indiana, a prominent educational publication had this to say of him:

"Dr. Boone has made an enviable reputation among the leading educators of the country, a reputation extending far beyond the limits of his native state. He is well known by his contributions to educational journals and by his courses of professional lectures in Indiana, Ohio, Michigan, Illinois, Pennsylvania, New York, West Virginia, Arkansas, Kentucky and Texas. While thus doing great service to the cause of education as a practical worker, and displaying great interest and activity in the spreading of sound pedagogical ideas throughout the country, Dr. Boone was too much of a student and scholar to lose sight

of the importance of thorough professional learning as the only true basis of a successful practice of the profession. Besides steadily pursuing those psychological studies so indispensable to the educator, he felt early drawn toward the historical side of educational knowledge, feeling, like every true scholar, the want of an acquaintance with the work of others, in the past and present, in his own chosen field. For, as has been truly said by a world-famous educator, 'the science of pedagogy without the history of pedagogy is like a house without a foundation; the history is itself the greatest science.'

"Confining himself in his historical studies at first to the comparatively narrow field of the educational development of a single state, he soon after commenced the preparatory studies for an undertaking of wider scope and greater scientific importance, an account of the origin, development and actual status of education in this country. From a vast amount of material, largely in a chaotic state, to be found only in public documents and dusty files of many libraries, the author of 'Education in the United States' (1889) has succeeded in composing a volume which in a very short time, has won the highest praise of the profession and of the press—'the first noteworthy attempt at a general history of Education in the United States,' 'an honor to American learning,' a work involving much patient and trying labor and evincing strong powers of judgment and reasoning. The results of his earlier studies ('Education in Indiana') were published at a later date."

Dr. Boone was one of the first to make a scientific study of the history of education, his volume on that subject being standard throughout all the years since its publication. All of his books and articles are of the highest order.

As a lecturer and platform speaker he had few equals. During the decade 1910 to 1920, he was, without doubt, the most popular institute lecturer on the Pacific Coast. He had

remarkable ability as a teacher, as a writer—and especially as an editorial writer on educational themes he had few equals. Among other qualities possessed by Dr. Boone, two may be mentioned in this connection. He could analyze a book, whether general or scientific, in the briefest possible time, gathering from the pages the important facts and giving in brief form the high points. His knowledge of how to study enabled him to do this.

Another notable characteristic was his intimate knowledge of the so-called "newer movements" in education. He was always abreast of the times and could be relied upon to know of the most recent scientific studies and investigations in any field of educational endeavor. But with it all, he was a man of broad interests and was able to discuss problems outside the field of education.

His loss will be keenly felt, not only in California where he had become a compelling force in building up the educational life of the state, but throughout the nation at large. Dr. Boone's work will remain as an endearing monument in the lives of present and future generations. He was a great teacher, a thorough student of character, noble and inspiring. California honors itself in honoring him. We who feel his loss so keenly plan now a memorial number of the Sierra Educational News. Dr. Boone has left us, but his work will last and his name will live.

A. H. C.

THAT education of the people of all nations—education in a comprehensive sense, is the one certain and adequate means of securing and maintaining peace—active, constructive peace among them—is widely conceded in principle, whatever the shortcomings in practice. Be-

INTERNATIONAL EDUCATION cause the method is educative, both the conception and the practice require generations for their maturing. First the vision of the forward-lookers; then the conviction of local leaders, here and there—more often, there than here; later, the assimilation

of the more intelligent public; the sharing of the colleges in the movement; the interest of public opinion and the press; and in time the administrative officers in education. Some such advance as this is to be found in the progress of any great reform where national ideals are to be worked into general observance. It is a slow process; not only a rational procedure, but the only adequate means to secure the universal consent. In contemporary efforts to arrive at common civic and political objectives among the nations, to think and work together for their attainment, to find the common grounds and cultivate them; call for the optimism of faith that it can be done, a wise tolerance, the highest intelligence widely distributed and the cooperation of all social and civic forces. World peace is to be attained through educating the body of the people of each country to want it strongly and to believe in its coming.

THE INSTITUTE OF INTERNATIONAL EDUCATION

These reflections are suggested by a bulletin recently issued by the Institute, giving news on International Educational affairs. There are located and described 28 summer schools in foreign countries for the convenience of American students; 8 in England, each for some specialty, one on Mediaeval and Modern Italy, one in Education; one in Geography; one on Librarianship, two for Continental Travel, and one, each, at Oxford and Geneva; courses in 9 French universities, and a school of music at Fontainebleau (in 1921, 33 American states were represented by 85 students); one in Rome by the Italo-American Association and the Royal University and under the patronage of our American Ambassador, and one in Florence; one at the University of Madrid; two sections of a school at the University of Geneva, the first conducted in French, and the second for the study of historical, political and economic subjects; and one at the National University of Mexico. The reports are not yet in for 1922, but it must be that in the various institutions several hundred American

students received instruction. Besides these there have been, or are soon to be, with a like purpose of coordinating international interests, conferences—on New Ideals in Education at Stratford-on-Avon; at Baltimore, in the Pan-American Conference of Women; in Paris the biennial Federation of University Women; and at Geneva, an International Congress on Moral Education.

SCHOLARSHIPS AND FELLOWSHIPS

The British Federation of University Women awards annually a £300 fellowship to a graduate student from any member institution to study in any country of her choice except her own; Emmanuel College, Cambridge offers a fellowship of £150 for research; from the surplus of the Belgian Relief Fund resources are used to promote research in Belgium, to make loans to students, to award annually 24 scholarships to Belgians in American universities, two in Brazil, and ten grants to scientists to pursue their researches elsewhere; Princeton University offers three visiting fellowships, one each to Paris, Cambridge and Oxford; under the American Library in Paris, established during the war, six French students are to study in selected American library schools; France offers to American girls, 20 scholarships in the Lycees and 8 in the Ecoles normals and universities; France offers also 8 teaching positions for American men, for instruction in the Lycees; the Society for American Field Service offers 25 fellowships in French universities for research, (four of the 10 awards recently made have gone to University of California graduates;) the French government awards annually two scholarships at Lyons, Toulouse, Nancy and Bordeaux—some of these carry board, lodging and tuition; the American-Scandinavian Foundation awards 20 fellowships for an annual interchange of students between Sweden and the United States, ten between Denmark and the United States and ten between Norway and the United States; Amherst offers two fellowships of \$2000 each, half the year to be spent in Europe; Bryn Mawr, besides a number of resident scholarships, offers nine for European

women and five foreign fellowships open to local students; the Rotch Travelling Fellowship, through the Boston Society of Architects, awards annually the sum of \$3000 for foreign travel and study; the American Association of University Women award annually seven fellowships available for study in any country. For the year 1921-1922 the reports show 460 Americans studying in the British Isles; Oxford has most, 228, including the 144 Rhodes scholars; London next, 72, and Cambridge third, with 57. It is said that during the year, 76 professors and graduate students were doing research work in London.

All of which confirms the sentiment of the first paragraph of this statement—that this way lies compelling peace.

R. G. B.

In the March issue of this magazine was given a digest of the Constitution of a California Scholarship Federation. Now there is to be what promises to be a truly national organization—"The National Honor Society"—for high schools. The formation of such a society has been under consideration and has had a nominal existence for more than a year. The Council of the Society held a meeting in Chicago in connection with the recent superintendents' convention and completed the organization. The form of a school charter was adopted, a national emblem was agreed upon—a pin showing on the body of the disc the name of the order and the words "character, leadership, initiative and service," and on the reverse, space reserved for the charter school of which the individual is a member, and his name. The school fee for the charter is set at \$5.00. The permanent national Secretary is Principal H. V. Church, of the J. Sterling High School, Cicero, Illinois. Correspondence is solicited. Only praise is due this movement to encourage superior work and standing of secondary school pupils, and to recognize the successful efforts of such schools to stimulate the scholastic and cultural aspirations of youth. It has been said

of old, that "The good is an enemy of the best." Tolerable work, when better is possible, tends toward dawdling and mediocrity. In one of his many inspirations, Emerson exclaimed, "Oh! that some one would make me do all that I can!" This disposition and effort to do one's best is in need of every encouragement, primarily among youth, generally for all of us. R.G.B.

A TIMID, courteous mother knocked softly at the door of the principal of Public School No. 143. She entered to the principal's "Come in." The principal was a progressive in education. He believed in efficiency. He had been given a principalship immediately on graduation from college, and several terms of summer school subsequently had

MODERNIZING EDUCATION put him well on the road to the coveted Ph. D. degree. A somewhat careful reading of the newer educational books, written for the most part by college men who had never been off the campus of the university and who had never taught in public school, coupled with a most retentive memory, enabled the principal to make use of a vocabulary admirably suited to mystify the common people. It should be remembered in passing that some of these same books had been written not because the authors had any desire to write or had any message to give the world, but because of a requirement laid down by the university authorities. For be it known that in many of our leading universities of today, a professor may retain his position or be advanced in dignity and salary only as every few months he makes a "contribution" in book form. That the average college professor has no adaptability for authorship or that he neglects his students, matters not at all. Teaching must take second place to investigation and research.

Enter timid and courteous mother:

"Good morning, Mr. Principal, pardon me. I am Mrs. Timid and Courteous Mother. I called to see you about Joe. He doesn't seem to take much interest in his school work. His father and I are very anxious for him to suc-

ceed. We appreciate all his teachers are doing for him. We thought you might be able to make some suggestion that would help us in guiding Joe in his school work. He is not a difficult boy to handle; he is very helpful and willing at home and he reads a great deal in the field of general literature. He is generous and thoughtful and we have no trouble with discipline. He simply doesn't enter into the spirit of his school study. Can you suggest what we should do to help so that his report card shall indicate better progress from month to month? You understand we have no criticism whatever of his teachers or of the school."

Principal of School No. 143: "My dear Timid and Courteous Mother, please be seated. I can quickly tell you the difficulty with Joe. Indeed our modern methods as applied to education indicate that fully 72.7 per cent boys and girls are in need of special attention. You see, Joe is retarded. He is a repeater and his mental age is far below his physical age or the standard. Under a plan of socialized recitation and the project method of instruction, it is very easy to set up the proper program of objectives in school work. We have also the study recitation in this school. A survey made by our Research Department does not reveal the required number of credit hours on Joe's card, and he is woefully deficient in extracurricular activities. The Department of Tests and Measurements has found by checking up the results of his examination with the standard score card and comparing with certain figures in the group intelligent scale, that his I. Q. is hardly more than 27. His Achievement Quotient, as figured from the results of certain tests and questionnaires, indicates that he should have special treatment in our Opportunity School where supervised study is in force. For under the platoon plan in the regular classes we are not reaching his mental processes. The personnel of the faculty is carefully chosen and since there is every indication that Joe is a moron—"

But the Timid and Courteous Mother had fled.

A. H. C.

ETHNOTECHNICS IN THE TRADE SCHOOL

BENJAMIN N. FRYER, Vocational High School, Oakland

DOUBTLESS many vocational teachers find themselves at times treading the razor's edge precariously in regard to the "less than college grade" instruction prescribed for trade students. This is so, at all events, with printing teachers. It is hardly possible to teach the art of printing dynamically without leaning a little to one side into the history and art of the craft. Something of what is embodied in this ancillary information may be provocative of thought in trades not usually so much given to casting an anchor to the windward of the past. A starting point for this thought to revolve about is suggested in the common historical sources and connections to which many industries may be traced.

History is, of course, largely a cultural subject. It is not easy to decide just how little culture is necessary for a good citizen and at the same time how much is still less than college grade. In printing, which rubs shoulders with literature and establishes numerous points of contact with the body politic, intelligent progress by learners can be greatly hindered, even in elemental operations, through lack of cross reference to demonstrate that experience is the buttress of practice. This is even more true when ideals of craftsmanship are indicated, for they predicate acquaintance with art. And in the printing trade today there is a resurgence toward art requirements. Signs of the times, and, paradoxically, an aim of Smith-Hughes' law, are giving rise to it in other trades.

In the Oakland (California) Vocational High School, printing students have one-half hour in the week devoted to history of printing, the skeletons for lectures being from the history section of the United Typothetae of American library, a set of books compiled for printing teachers and students by this association of master printers. Man's endeavors to communicate with his fellows at a distance, from the time of prehistoric cave markings, the Assyrian cuneiform characters and Egyptian hieroglyphics, the Cretan and Phoenician alphabets, to the roman letters of our own day, are tied as closely as possible to jobs students have in hand. For instance, it is shown how the urge for quicker and more extensive communication influenced letter-forms, type-making, duplication, and methods of working, until the industry that began the machine era with the printing press—and then stood still for four cen-

turies and a half—can now by means of wireless telegraphy, the linotype, and the web press, distribute antipodean news over a city, even pictorially, within a few moments after it transpires. Likewise the adaptation of materials (wherein we find some present-day nomenclature—papyrus, paper; biblos, bible; volume; vellum; parchment), the invention of paper, and the discovery of ink, are brought into series with specific manual work.

Designing or laying out work follows another line of aid-seeking from pioneers. It is here many trades more definitely approach common ground in similar historical development and in the same principles. William Morris, who brought printers back from a bizarre of rule-work run wild to the simple life of old masters' legible typography, is an exemplar; he set styles for furniture and house-decoration which touch the woodworking and home economics department in the school—rococo went into discard with twisted rules in printing.

It is possible to draw other parallels for ideas in art and craft designs throughout modern and ancient periods. A fashionable cravat not long ago carried a design from a bookmark of Charles II of England, a present vogue is patterned from Byzantine jewelry; printers, among other things, keep an eye on women's styles in order to have their pictorial and color work up-to-date; a New York magazine ran a cover that was designed from a plaid frock a typographer observed being worn on Fifth Avenue. The same proportions that establish correct technique for a Chinese cabinet-maker will improve the layout of a department store advertisement; toolings on bookbindings and ornamental borders to book pages can find design inspiration in the intricacies of Irish laces or in work of the Middle Ages done by Italian silversmiths on jewel boxes or by forgesmiths in bronze and wrought-iron gates. How far this reaches is well brought home by the statement of the Caslon type-founding house in England that the graceful, versatile Caslon letter was the outcome of a demand by aristocracy's women folk of the late seventeenth and early eighteenth centuries for printed pages that matched in tasteful quality the mezzotint engravings of portraits by John Simon with their splendidly penned inscriptions, and which would be suitable to go within the now-famous bookcovers by Roger Payne. These in polished tree-calf and tooled in gilt patterns

were made to look beautiful in a Sheraton or a Hepplewhite bookcase. The bookcase was a detail of a decorative scheme by Robert Adam, Kent, or Chambers, which included finely tapestry carved chairs of walnut wood inlaid with marquetry and upholstered with tapestry or needlework of finest craftsmanship, together with carved and inlaid bureaus, cabinets, mirrors, and pictures by such as Reynolds and busts by Nollekens or others as skillful. Each item, drawn from diverse crafts, was linked on the thread of design.

Without trade school students' memorizing of Ruskin, it would seem that leads to the intent of the work of Chippendale and Grimeson, of Corot, Whistler, and Sargent, in the lines of Wedgwood and Doulton ware, in the patterns of tapestries, carpets and rugs, should

give birth to practical valuations of the harmony of form in woodworking and in home economics, while dressmaking and millinery students also have an ancient and very much varied history to draw upon. Architectural development and design interests the carpenter, and the reasons why one shape pleases while another displeases is a matter of moment to coming machinists, automobile makers, and electrical workers. Besides making the next generation more familiar with the principles of design and their universal relation to good workmanship, trade history should prove worth-while as an interest-stimulant, and by revealing trade interdependence in origins and lines of development, disclose the network of social life giving desirable orientation toward citizenship, a prime Smith-Hughes' objective.

OAKLAND-SAN FRANCISCO MEETING OF THE N. E. A. AND WORLD CONFERENCE ON EDUCATION

MARY F. MOONEY
State Director N. E. A. for California

THE coming of the Sixty-first Annual Meeting of the National Education Association to Oakland-San Francisco is a source of interest that is both widespread and deep. This is not surprising when we appreciate the significance of the N. E. A. and understand the attitude of the teachers of California towards professional unity as expressed in teacher organizations. It would hardly be possible for any group of teachers with such a background of local and state organization as have the teachers of California to fail in enthusiasm for opportunities of advancement of the teaching profession.

Here, in the bay region, will be set up in a short time, all the machinery of the National Education Association. Although former meetings have been held in California, this 1923 gathering is going to bring to the teachers of the state a first-hand acquaintance with the Association as reorganized at the Salt Lake City meeting in 1920.

Most significant of the results from this reorganization is the phenomenal increase in membership, now more than 125,000 in number and spread through every state and territory in the union. Although the great inspirational session will continue to be a vital part of the program, great interest will center about the meetings of the delegate assembly wherein this great number of American educators,

through representatives, will participate in the policy-forming activities of the association and from which will be carried to all parts of the nation, the national program of education.

In speaking of this great enrollment one cannot omit calling attention to the fact that it has brought about and sustains two of the association's most effective departments for constructive activity. The Journal of the National Education Association has become an educational publication second to none in circulation, influence and quality. The department of Research has set up a standard of service never before approached in any educational association.

Above all else, the reorganized N. E. A. is an evidence of the calibre of the educators of America. It demonstrated the ability within themselves which made possible the reshaping of their organization into a form to meet new conditions and satisfy new demands. The wisdom of this readjustment has been proven most clearly in the resulting vigorous growth, not only in numbers but also in working power and in influence. And the fruit of it all is service—service to the members, to the children and people of America, and now to the world.

The calling together of the World Conference on Education shows perhaps best of all how far the influence of the National Educa-

tion is extending and in what regard it is held. At this meeting are expected five hundred delegates representing fifty different nations. World peace through education and understanding! How proud we should be to be present at this initial meeting and to be a part of this great movement.

In all the activities of the N. E. A., California teachers have had and do play leading parts. In 1922 more than fifty crossed the continent to the Boston meeting. The naming

of Oakland-San Francisco as the place of the 1923 meeting was complimentary to California's rating in matters educational and to the professional attitude of her teaching body. Not only the bay region but the entire state has gladly accepted the entailed responsibility. The enthusiasm of her teachers and the cordiality of her citizens will make the 1923 meeting a marked spot in the history of the National Education Association as well as in the experiences of the 20,000 attending teachers.

CALIFORNIA KINDERGARDENS THEIR LEGAL STATUS AND WHY

By ANNA IRENE JENKINS

Chairman of Legislation of Southern California Kindergarten-Primary Club

[The educational forces of California are thoroughly alive to the dangers of Senate Bill No. 123. This article from the Los Angeles School Journal, April 16, 1923, is such a clear statement concerning the kindergartens of California that it is reproduced in full.—Ed.]

STATUS prior to 1913: Ten years ago the word kindergarten could not be found in the State Constitution. It appeared in three instances in the political code.

1. The authorization of the state and county boards of education to issue certificates to teach in the kindergartens.

2. The bounds and contents of the course of study in the elementary school system set as eight years for elementary studies and a two year course of study where kindergartens exist.

3. Specifying the age of admission to the primary grades as six years and providing for the admission to the kindergartens at four years of age.

The authority for establishing kindergartens was made on these bases:

1. The fact that the constitution did not forbid it!

2. A provision in some city charters for their establishment and maintenance.

3. In Los Angeles County by the County Board of Education prescribing a two year kindergarten course of study.

Passage of Section 1616: In 1911 the California Congress of Mothers, through its kindergarten department undertook an intensive campaign to bring about this formal incorporation of the kindergarten into the public school system of the state and state-wide establishment of kindergartens. This was accomplished in 1913, when by united efforts of mothers, kindergartens, club women, church and press, Section

No. 1616 was written into the statutes of the state.

What is it? A duplication of the process of creating a new school district. That is—using the constitutional right of a reasonable number of people to petition and the obligation of public officials to obey the expressed wish of the people: Upon petition signed by parents or guardians of twenty-five or more children between the ages of four and one-half and six years of age, residing within a mile of an elementary school, the board of that district shall establish a kindergarten . . . petition presented by June 1st . . . Kindergartens supported by special district tax . . . maximum fifteen cents on the one hundred dollars . . . designed as special kindergarten fund. Interpreted this way—if you have a maximum number of children who can be handled in a one-teacher kindergarten you must establish the kindergarten or kindergartens and pay for them with local money.

Constitution amended: Two years ago the people of California through the now famous No. 16, wrote into the constitution of the state, the kindergarten as a part of the public school system of the state, and in apportioning the state, county and district moneys in the same paragraph, again specified the district moneys to support the kindergartens. To those who are impatient for the use of state moneys to support kindergartens, we can simply say the rural school district considers this use of state money discriminatory, because having less

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QUESTION AND ANSWER ON TAXATION

Inquiry Addressed by Senator J. M. Inman to Clyde L. Seavey, Pres. State Railroad Commission, at Public Hearing in the Assembly Chamber, March 26, 1923.

"The people ultimately pay every dollar of tax whether it be direct or indirect. (Reading from Governor's budget message.) The railroad commission has ruled that taxes are a part of the operating expense of the corporations and must be added in fixing rates. After the increase in rates on public utility corporations at the last session of the legislature, the railroad commission increased the rates on fares, light, water, gas, telephone, and the people found that they did pay the tax. The much heralded and misnamed King Bill not only increased the burden upon the people, but it failed to materially increase the revenue of the state, because the railroad corporations appealed to the courts, which permitted them to settle with the state at the old rate of 5½ per cent instead of the new rate of 7 per cent while the suit is pending."

NOW IS THAT TRUE, OR ISN'T IT?"

REPLY OF CLYDE L. SEAVEY

"In the first place the water companies are not taxed under the King Bill. And as to the steam railroads, there has been no increase in rates since January, 1921. There have been increases in street railroad fares in a few instances, but their taxes were not increased by the King Tax Bill. Gas and electric rates have not been increased, but have been reduced 15 per cent. The gas rate reductions have been from 10 per cent to 20 per cent. There have been no increases except those due to fluctuations in oil, a cause not attributable to the King Tax Bill."

DIGEST OF IMPORTANT EDUCATIONAL BILLS

Introduced at the 1923 Legislative Session

Prepared by A. R. HERON, Deputy Director of Education, Sacramento

ASSEMBLY Bill No. 1290, Assemblyman Stow of Santa Barbara County, provides for an investigation of the state school system "and the common and high schools of the state." One paragraph reads:

The said commission shall also investigate the kind and scope of instruction, the results obtained therefrom, the method of teaching and the text books used in such public schools, and shall report to the Governor before the convening of the forty-sixth session of the legislature their recommendations for a complete and comprehensive plan of educational instruction in the public schools of the State of California.

The commission is to consist of one representative chosen by each of the following:

- State Bankers' Association.
- State Bar Association.
- State Federation of Labor.
- State Farm Bureau Federation.
- State Federation of Women's Clubs.
- Regents of the University of California.
- Trustees of Stanford University.

Particular significance attaches to this bill in the light of recent declarations that such measures as have placed in the constitution fixed provisions of funds based on school attendance are "dead wrong." In commenting upon his bill, according to newspaper quotations, the author stated that it is prompted by a desire to effect economy in education, and

also upon the fact that the product of the schools today is "admittedly inferior" to that of the past.

Superintendent Wood has endorsed the proposed investigation but urges that its scope be widened to include the teachers' colleges and the state university, and that its personnel consist of three members of each house of the legislature rather than representatives of special interests.

The bill has not yet been acted upon (April 20) by the assembly committee on education, to which it was referred.

Tenure Act

Assembly Bill No. 534, Assemblyman Dozier of Shasta County, amending Section 1609 of the Political Code so as to eliminate the present tenure provisions, has been passed out of the assembly committee on education by a vote of seven to five with the recommendation: Do Pass. The bill is now on the assembly third reading special file and likely to be voted upon at any time.

Retirement Salary Act

Several bills affecting the Retirement Salary Act have been introduced.

Senate Bill No. 127, Senator McDonald of San Francisco, provides for an increase in the contributions of teachers to \$24.00 per annum, and increases the amount to be paid to an-

nuitants, from \$500.00 to \$720.00 per annum. By the provisions of the budget amendment to the constitution, adopted last November, a bill of this nature cannot be put upon final passage in either house until the budget bill has been finally enacted. This bill is in the finance committee of the senate.

Senate Bills Nos. 448 and 450, Senator Carr of Alameda County, provide for corrections and modifications of certain items of administration and procedure not affecting any of the fundamental features of the act. Both bills have passed the senate and are in the assembly committee on education.

County Unit Bill

Senate Bill No. 30, Senator Eden of Orange County, providing for the organization, establishment, government and maintenance of county school districts. The bill was defeated in the senate on April 18 by vote as follows: Ayes 10, Noes 23.

Private Schools

Assembly Bills Nos. 209, 313, 314 and 1200, Assemblyman Pomeroy of Los Angeles County, providing for certain restrictions upon private schools, and the supervision and regulation of such schools by the superintendent of public instruction. All bills have been tabled in the assembly committee on education.

Establishment of Kindergartens

Senate Bill No. 123, Senator Dennett of Stanislaus County, provides in brief that the establishment of kindergartens shall be permissive with boards of school trustees except in districts having 3000 or more in average daily attendance. The bill has passed the senate and is in the assembly committee on education.

Cooperative Purchasing of School Supplies

Senate Bill No. 138, Senator Boggs of San Joaquin County, provides for the cooperative purchasing of standard school supplies and equipment by school districts. The bill has been passed by the senate and has been reported out by the assembly committee on education with recommendation: Do Pass.

Excusing Pupils for Religious Instruction

Senate Bill No. 417, Senator Dennett of Stanislaus county, provides for the excusing of pupils from school for two hours each week for the purpose of receiving religious instruction. Passed out by committee on education (senate) without recommendation, awaiting action by the senate.

Bible in the Schools

Several bills and constitutional amendments have been introduced by Assemblyman Williams, Merced county, providing for the reading of the Bible in public schools. One has been passed to the floor of the assembly by the committee on education.

Foreign Language Schools

Senate Bill No. 7, Senator Inman of Sacramento County, provides for more complete regulation of the foreign language schools than the Act of 1921, and the gradual elimination of foreign language schools in the lower grades. Because the bill carries an appropriation for enforcement, it is held in the senate finance committee pending final enactment of the budget bill.

Employment Agencies

Assembly Bill No. 85, Assemblyman Fellom of San Francisco, limits the fee which employment agencies may charge to ten per cent of one month's wages. The bill is constructed to include teachers' agencies in its provisions. The bill has passed the assembly and has passed the senate but is pending reconsideration.

Length of School Year

Assembly Bill No. 375, Assemblyman Wright of Santa Clara County, provides for a minimum school year of 170 days instead of 160 days. This bill has been passed by the assembly and has been passed out by the senate committee on education with the recommendation: Do Pass. It is now pending action by the senate.

Rural Supervision

Assembly Bill No. 1064, Assemblyman Cleveland of Santa Cruz County, seeks to amend Section 1543 of the Political Code in regard to rural supervision. As originally submitted it proposed to limit the salary paid the rural supervisor to "that the recipient received as a teacher at her next preceding employment" and the salary paid the supervisor "shall not be more than that of a deputy superintendent in the county where such appointment is made." At present this provision has been amended to read as follows: "That no such teacher shall engage in the supervision of instruction under the provisions of this subdivision unless he has on file in the office of the county superintendent of schools a supervisory certificate authorizing him to perform such service."

On April 17th this bill was amended in the assembly upon motion of Assemblyman Dozier

so as to provide that the supervisor must be appointed by the county board of education. The bill is now pending action in the assembly.

Liability of School Trustees

Two bills have been introduced fixing liability for injuries to pupils, in connection with school work, as liabilities of the school district instead of liabilities of the individual trustees.

Senate Bill No. 44, Senator West of Alameda

County, has been passed by the senate, and has been passed out by the assembly committee on education with recommendation: Do Pass, and is now pending action in the assembly.

Assembly Bill No. 152, Assemblyman Wright of Santa Clara County, slightly more comprehensive in its provisions, has passed the assembly and has been passed out by the senate committee on education with the recommendation: Do Pass. It is now pending action in the senate.

WHAT DO OUR CHILDREN KNOW?

WILLIAM G. JORDAN, New York City

[Under the above caption, with a sub-head, "A Challenge to Education," in a recent number of Collier's, William G. Jordan offers a vigorous discussion of the products of our schools and the processes by which they are achieved. Several questions are asked, such questions as have been repeatedly formed by teachers themselves, as well as the general public, and the periodical contributor. They concern the pupil's knowledge, his habits, his interests, his intellectual power, his language and certain moral qualities, and end with a sweeping assertion that the average pupil has none of these powers or qualities as a result of the school's influence. The following excerpts, only, are given for lack of space in this magazine.—Ed.]

COUNTLESS sane and wise educational theories have been tried. They have failed as utterly as though we had tried to graft live twigs on an artificial plant. We have been patching and tinkering and modifying. We have not had the courage to challenge the basic theory, the foundation, of the ancient model itself.

"The great weakness of our education is that it is hopelessly wrong in principle.

"Education believes in forcing knowledge mostly out of books into the minds of children, in the faith that somehow the knowledge will be retained and the mind trained and developed.

"It is impossible for Education to train the mind while every moment of the time is filled by the insistent demand of the cramming process.

"Everything in the public school is adjusted to inject the largest amount of knowledge possible within a given time. Everything is mechanized, standardized, scheduled.

"The schedule of the public schools in one of our great cities, for instance, for the fifth year reads in part:

English, 525 to 555 minutes a week.

Penmanship, 75.

Geography, 90 to 150.

History, 90 to 150.

Sewing or constructive work, 60.

Arithmetic, 150 to 270.

"Every moment is accounted for, the time so split up that nothing even of what is done can be done thoroughly.

"What chance has the teacher to stop to train the senses of the child, to exercise it in observation, to stimulate its imagination, to teach it how to remember, to think, to reason?

"If the heat register in the schoolroom begins to thump, and the janitor is called in to fix it, what chance has the teacher to say: 'Children, drop all that you are doing and watch what the janitor does to stop the noise. He will explain it all to you.'

"If a sudden storm arises, what chance has a teacher to call her class to the window to see the majesty of the black cloud-laden sky, to note the direction of the wind, the bending trees and whirling leaves, the depth of the shadows, the flight of the birds, the hundred beauties of the scene?

"A teacher who would take half an hour for this, which would appeal to every child's mind, would probably be 'fired' for not running on schedule.

"The high schools complain of the poor intelligence of the pupils passed on to them from the elementary schools. The college makes similar complaint of the human material received from the high schools. The college by its entrance requirements makes it necessary for the high schools and preparatory schools to teach certain subjects, still further crowding the curriculum. This is the vicious circle which must somehow be broken.

Wanted—A New Model

"Our trade, technical and scientific schools do usually deliver what they claim to do. But

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CALIFORNIA CONGRESS OF MOTHERS AND PARENT-TEACHER ASSOCIATIONS

MRS. HARRY J. EWING, President

GREAT strides have been made during the present school year by the California Congress of Mothers and Parent-Teacher Associations. Ninety-seven new clubs have been organized during the year, making a grand total of 972 associations with over 60,000 members.

Many a child who otherwise would have been compelled to drop out has been helped to continue in school. This beneficent work is done through emergency scholarship funds, to which thousands of dollars have been contributed. The fathers are becoming more actively interested and now some clubs have a large percentage of fathers. The associations have been active in the feeding of undernourished school children.

Many Parent-Teacher Associations are taking up university extension courses on Home-making and Child Nurture. Pre-school age circles of mothers are being organized, high school P. T. A.'s are becoming stronger, and one high school P. T. A. now has over 1,000 members.

The most intensive work of the year has been done in the past month. Every organization in the state has, in one way or another, voiced its protest against the proposed cut in the school budget. When the State Executive Board passed the resolution at the February meeting, deplored this cut and appealing to every district, federation and association to use their influence with the Governor and Legislators to remedy this, the wheels were put in motion and the request was speedily transmitted to the 60,000 members, with the result that the capitol has been flooded with protests and appeals for reconsideration. The P. T. A. has justified its existence as auxiliary to the public schools and the parenthood of the state is alive to the fact that in educating their children with the best obtainable, they are leaving them a heritage that can never be taken from them.

The Parent-Teacher Associations are a powerful factor in raising the standards of home life and in bringing to bear the united forces of the home and the school so that the opportunities for the education and training of the children are constantly increasing.

Today the national family of the Congress of Mothers and Parent-Teacher Associations consists of forty-two states and the District of

Columbia, each with officers who are organizing local associations and pushing the work in the cities and rural communities in their respective states. Three more states are vigorously knocking at the doors of the National for entrance into this family group, and will be received before the next national convention, if twenty affiliated associations with five hundred members make the request.

The National Congress of Mothers and Parent-Teacher Associations was held in Louisville, Kentucky, April 23, 1923. The association included five conferences led by department directors, and some unusual features including the folk-lore and melodies of the negro and of the Kentucky mountain people, the work at Berea, and a health exposition by the State Board of Health. The national meetings of this great body of mothers and teachers are increasing in inspirational and practical value.

WASHINGTON SUPPORTS CALIFORNIA

FRED M. HUNTER, Chairman, Joint Executive Committee, N. E. A. Convention and World Conference on Education, recently received the following splendid message from National Headquarters, N. E. A., from J. W. Crabtree, Secretary:

We are informed by the California State Teachers' Association and by local associations within the state that certain interests are advocating retrenchment in education in California which threatens the efficiency of the state public school system. This danger to the successful operation of the public schools of California is of great concern to the National Education Association, whose charter granted by Congress pledges it "to elevate the character and advance the interests of the profession of teaching, and to promote the cause of popular education in the United States."

The National Education Association has but recently taken action scheduling its next convention in Oakland and San Francisco in July 1923. This meeting will draw thousands of teachers to California from every state in the union. The great World Conference on Education sponsored by the National Education Association has also been scheduled to meet in Oakland and San Francisco next summer. This conference will bring together official delegates from every civilized country in the world. The decision to hold these great gatherings in

(Continued on page 294)

Meeting California Council

ANNUAL ADDRESS TO THE COUNCIL OF EDUCATION MARK KEPPEL, President

IN his letter transmitting his budget report to the Legislature of California on February 1, 1923, the Governor orders Education before the bar of public opinion.

He declares that "Politicians in the guise of educators have squandered the people's money with a lavish hand and have denounced advocates of thrift as enemies of education." "A great political organization has been built up which has cost the people an immense sum but has added little to the value of education given school children." "The laws have been cunningly amended so that supervisors, school boards, and boards of education have little control over the expenditures of school money, and hence cannot check extravagance."

I challenge the Governor to name the "Politicians in the guise of educators," who as he says, "have squandered the people's money with a lavish hand and have denounced advocates of thrift as enemies of education." We will not be satisfied unless the Governor names each and every one of the persons whom he had in mind, or unless he withdraws his charge and admits that *we are indulging in glittering generalities.

The Governor's three-fold charges that, "A great political organization has been built up" 'which has cost the people an immense sum' 'but has added little to the value of education given school children,' are wonderfully definitely indefinite.

Who is charged with building up this great political organization? Who is expected to answer the charges? Is the Governor attacking the service rendered by the public schools of California, or has he conjured from his imagination a frightful bogey that he may flagellate it and not be compelled to answer? It is an easy thing to cry "extravagance;" to charge "political organization and politicians." Whoever makes charges ought to do more than merely cry out.

We deny specifically that there is any appreciable extravagance in educational expenditures. There may be, there doubtless are, a few isolated cases where extravagance has

prevailed, but such cases are the exception and not the rule.

There is not any state-wide, or county-wide, nor so far as I know, city-wide political organization of school teachers or of school officials in California. This organization, the California Council of Education, representing the California Teachers' Association composed of almost 17,000 teachers of the State of California, is absolutely non-political. It is a professional organization, organized for professional purposes, and sincerely and earnestly endeavoring to promote the educational welfare of the great State of California.

When the Governor of the State of California says that "the laws have been cunningly amended so that supervisors, school boards and boards of education have little control over the expenditures of school money and hence cannot check extravagance," the Governor goes too far. The laws of California place the control of all of the school expenditures of each school district absolutely in the power of the governing board of the school district. The laws have not been "cunningly amended" nor otherwise amended to take the control of school expenditures away from the governing boards of the school districts. The Governor's statement is wholly unwarranted. School boards, and school boards only, are responsible for school expenditures. School boards as a rule are not extravagant. They try honestly, diligently, faithfully to expend the school district's money without extravagance, and to secure the fullest possible return to the taxpayer in value and in service for every cent expended. School boards are close to the schools. They know the needs of the schools, and they satisfy those needs without wastefulness and without extravagance.

The quotations from the Governor's letter of transmittal indicate that he is trying to make a case against the public schools. Consideration of his budget and his discussion of his budget with respect to education shows clearly that he is trying to make a case against education.

The total estimated expenditures of Cali-

* correction p. 365

fornia for the biennium from July 1, 1923 to June 30, 1925, is \$116,000,315.56, as shown by the Governor's budget, but this total of \$116,000,315.56 is not printed in the budget and is not mentioned in the budget, and is not referred to by the Governor.

This total of \$116,000,315.56 is obtained from page 1 of the budget report by totalling the following items:

Fixed and Recurrent appropriations.....	\$ 59,624,226.75
Appropriations	56,376,088.81
Total.....	\$116,000,315.56

The Governor ignores this total. He seems not to desire to obtrude its massive magnitude upon the attention of the Legislature and the public.

On page X of his letter of transmittal the Governor tells the Legislature that the "Total Available Revenue" is \$80,037,000. Naturally the question arises how can California expend \$116,000,315.56 in the 1923-5 biennial period, if its "total available revenue" is only \$80,037,000? The answer is simple. The "Total Available Revenue" from certain sources is \$80,037,000, and the state has "Estimated Revenue" of \$37,025,687.01 from certain other sources. The state's revenue for 1923-1925 is made up as follows:

"Total Available Revenue"....\$ 80,037,000.00
"Estimated Revenue"..... 37,025,687.01
Total.....\$117,062,687.01

The Governor economizes on paper, ink, and time by not referring to, nor having this total of \$117,062,687.01 printed in the budget. It is obtained by taking two items, one listed on page X of the Governor's letter of transmittal and the other listed on page I of the Governor's budget report, and obtaining their total.

On page III of the Governor's letter of transmittal he says "The budget presented here-with totals \$78,974,628.55." The Governor ignores the real total of \$116,000,315.56 and talks about a total of \$78,974,628.55. He substitutes a part of the budget for the whole of the budget and then makes some comparisons and draws some conclusions which are erroneous because based on partial figures instead of total figures.

On page I of his budget report the Governor reports estimated expenditures for educational purposes for 1923-1925 as follows:

Fixed and recurrent appropriations.....	\$ 45,322,556.75
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Appropriations	6,089,878.35
Total not given in budget, but it is.....	\$ 51,412,435.10
Estimated revenue	1,624,020.00

Net budget recommendations.....	\$ 49,778,415.10
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On page VI of his letter of transmittal, the Governor says "While the net budget total is \$78,974,628.58 . . . the great sum of \$49,788,415.10 is provided for education. In short more than 60 per cent of the budget is for education."

The Governor makes the foregoing comparison and arrives at the stated conclusion only by reducing the state's estimated expenditures for the next biennium from \$116,000,315.56 to \$78,947,628.55, and by reducing the state's estimated expenditures for educational purposes for 1923-1925 from \$51,412,435.10 to \$49,788,415.10, and then by comparing the two reduced items and thus getting his conclusion that "over 60 per cent of the budget is for education."

Fifty-one million, four hundred twelve thousand, four hundred thirty-five dollars and ten cents is not quite 44.4 per cent of \$116,000,315.56. In truth not "over 60 per cent," but less than 44.4 per cent of the estimated expenditures of California for the ensuing biennial period will be for educational purposes. All up and down the state, we hear the cry that over 60 per cent of the budget is for education. The truth is that less than 45 per cent of the budget is for education. The Governor used a clumsy method to exaggerate the estimated cost of education for 1923-1925. Now, we summon the Governor before the bar of public opinion where he accused Education on February 1, 1923. We ask him to tell the public why he alleged that "over 60 per cent of the budget is for education" when as a matter of fact less than 45 per cent of the budget is for education.

Until he squares himself for his offense against financial accuracy and budgetarial truth we cannot accept his statements without verification. But hold, someone says, did not the Governor say "net budget?" Yes, he did, once and once only. That use of the word "net" convicts the Governor of deliberately using a part of the budget instead of all of it that he might make his attack on Education more impressive. When Candidate Richardson pledged himself to reduce state expenditures \$12,000,000 to \$15,000,000 for the

ensuing biennium without harming any educational or humanitarian function of the government he laid out a man sized program for Governor Richardson.

Does he think that his blistering accusations against Education quoted at the beginning of this address, his reductions in the support of the Teacher Training Institutions, the State Board of Education and the office of the State Superintendent of Public Instruction are in harmony with his campaign pledges? Perhaps he does, but we do not. We believe he has broken his pledge not to harm any educational or humanitarian function of the government. We do not know whether he has kept his pledge to reduce expenditures. The budget report which he submitted to the Legislature is not in such shape that we can determine the total estimated expenditures for the biennium ending June 30, 1923, and thereby be able to compare that unknown total with the known total of \$116,000,315.56 for the biennium ending June 30, 1925.

IMPROVEMENT OF TEACHERS IN THE PROFESSION

YOUR committee reports limited but very definite and satisfactory progress, and asks to be continued with authority to spend as much as may be necessary of \$25.00 in the completion of a final report by the next meeting of the council.

Certain considerations presented in our previous report and others which have been made apparent by the events of the past few weeks are basic to the recommendations which we propose. They may be stated briefly as follows:

In view of the better salaries now paid, the tenure law now in effect, the rapid development of knowledge essential to up-to-date educational procedures, what is requisite in way of study to insure the personal growth of each teacher, the failure of many teachers to study and progress when such efforts are not requisite to continued employment even though their work may fall below all recognized standards of excellence, and the very proper disposition of school patrons and the public generally to criticize the public schools for employing unsatisfactory teachers, your committee urges that a state wide plan of encouraging and promoting such types and amounts of study as are necessary to maintain the progressive development of each teacher should be developed immediately and put into

operation by the opening of the next school year if practicable.

In furtherance of the above general proposal and to satisfy the reasons basic to the general recommendations, we urge, after conference with Mr. Will C. Wood, State Superintendent of Public Instruction, and Mrs. Grace C. Stanley, Commissioner of Elementary Education:

- That your committee be directed to prepare in cooperation with the State Superintendent of Schools and the State Commissioners of Education a definite program of recommendations to the State Board of Education setting forth the fields of study and the types of effort which should operate satisfactorily to produce continued desirable growth;

- That the experience of other states in meeting this problem of teacher growth be gathered and studied for its guidance value in formulating the program of recommendations to the State Board;

- That the program should be broad in its recommendations so as to provide adequately to meet the interests and needs of all types of teaching service, and be liberal in its requirements, allowing great freedom in the substitution of equivalents, and that it should definitely recognize travel, extension and summer study, worthwhile contributions to the improvement of the system served, and the like;

- That the State Board be asked to put the program into operation during the next school year, transmitting it to all teachers and administrative officers of the state either as a program that is recommended or required as the law shall permit;

- That such modifications in existing statutes as may be desirable and possible be secured in the current session of the State Legislature in order to render it legal to require the meeting of a reasonable minimum amount of work by each teacher to whom the law may apply within each five-year period that such teacher shall continue to teach; and

- That your committee be directed to give its attention in all needful ways to the proposals herein until they shall eventuate in a practical, operating program.

H. B. WILSON, Chairman.

AMERICANIZATION

THE recent educational survey of the United States, covering fifty subjects, presents California in a very favorable light with the exception of the elimination of illiteracy.

The illiteracy problem of California is so interwoven with the Americanization problem that they must be considered as one.

The federal census of 1920 shows California to have an illiteracy of 95,592 divided as follows:

70,000 foreign born white.

15,000 Japanese, Chinese with four or five hundred Indian.

1,500 Negroes.

8,500 native born white.

The percentage of illiteracy based upon a population of 3,400,000 is 2.81%.

There are 800,000 foreign born in California and 800,000 children of foreign born.

Three hundred thousand foreign born are eligible for citizenship. Eighty per cent are from non-English speaking races.

The problem presents the definite need of the home teacher.

The Federal naturalization law passed in 1922, which, with reservations, gave independent citizenship to women, has placed an added responsibility upon the educational facilities of the nation. The majority of these women will only be reached through the activities of the home teachers.

When we realize that nearly 50% of the people of California are either foreign born or the children of foreign born we can form some estimate of the problem we are facing. Nor is this problem one peculiar to the cities. Those needing to be reached educationally are divided about equally between the cities and towns and the rural districts.

The city evening schools, the home teacher and the citizenship classes are doing exceptionally good work. It is in the rural districts, where the problem is equally important that the work is being neglected.

One of the government's chief difficulties in successfully cooperating with the educational agencies in California is that the government (naturalization service) plan is based upon the county as a unit—while in California with the exception of Fresno County—there seems to be no one definitely responsible for the Americanization work of the county. Fresno County has successfully experimented with a County Director of Americanization, with the concrete result of more classes, more aliens taking out naturalization papers, more classes in English and in addition to the educational stimulus, the added appreciation of American citizenship.

This plan which has received the commendation of the Federal Government's officials might

well be looked into by other counties interested in the solution of the problem.

The high schools located in the rural sections and in the smaller towns have not, as a rule, followed the lead of the larger centers.

If a County Director could be put in charge in the larger counties where the problem is most acute, thereby fixing definite responsibility and intelligent leadership, undoubtedly the work would receive an impetus which it has up to this time lacked. The problem is a big one and its solution is going to tax the patience and intelligence of our most capable leaders.

Your committee recommends that this Council place its stamp of approval upon the splendid efforts put forth in the various parts of the state and urge upon county superintendents and high school principals the necessity for extending the work into the small towns and rural districts, under their respective jurisdictions.

G. E. HANCOCK, Chairman,
ETHELIND M. BONNEY.

THE KINDERGARTEN SYSTEM

THIS report of progress is respectfully submitted as a very meager introduction to a vast field for study and effort.

There are three factors demanding consideration. First, the kindergarten itself with its compelling fundamental principle that education is growth, not mere acceptance of knowledge; second, the related groups; third, the machinery by means of which it operates.

The kindergarten is not so well understood as it should be even in our own schools. Unfavorable criticism is not uncommon. Hence there is very evident need for work toward better and more universal understanding. Analysis of the conditions that have caused prejudice would be enlightening but would be rather long and tedious. The important thing is eradication, and the best means toward this end is more classes in charge of the best trained leaders that can be obtained.

Ten years ago California stood in the ninth place among the states of the union in kindergarten work. In 1913 its present law, sometimes called the Petition Law, was passed, and today California stands first. It has outstripped all other states and yet only 32 per cent of its children are provided for. Almost 70 per cent are still without opportunity. The national government called attention to the California law, and several other states using it as a pattern have enacted similar laws. Nevada was first to do so.

More than 550 new kindergartens were

opened in California during the ten years the law has operated. In March of last year the total number was over 700.

In the present session of the legislature a bill known as Senate Bill No. 123 has been introduced, the purpose of which is the elimination of the uniform compulsory clause. The committee believes that the power of the State Council of Education should be used to help defeat Senate Bill No. 123.

Almost ninety years ago the first kindergarten in history appeared in Germany. It was founded on the same fundamental principle that is its essence today and the same that underlies the Montessori schools of Italy. From Germany it passed to all parts of the world. In Germany in 1851, however, less than twenty years after its appearance, it was abolished because its spirit is directly contrary to the principles of Prussianism. It is a democratic institution.

There are kindergartens in almost all countries of Europe, in Africa, Australia, China, Japan and India. Detailed and accurate accounts and information concerning teacher training and other developments in these various places can be secured only by more extensive and more expensive work on the part of the committee, to be done if desirable.

Among the related groups mentioned, the largest and most interesting is undoubtedly the International Kindergarten Union. The following items are of interest:

I.

International Kindergarten Union—

1. Only international associations for education in the world.
2. In existence for thirty years.
3. Founded by a California woman—Mrs. Cooper, who was its first president.
4. Has branch Kindergarten Unions in the following places:

China, 2.

Japan, 1.

Australia, 1.

England, 1 (with London having 800 members.)

Canada, 3.

California, 11.

Massachusetts, 14.

Minnesota, 15.

And elsewhere.

The work of the International Kindergarten Union with its unit in France during the war was recognized by the whole world.

II.

It gathers and assembles knowledge of the kindergarten world.

Promotes and establishes kindergartens and

elevates the standards of kindergartens.

The International Kindergarten Union publishes its own magazine. (Kindergarten Primary Magazine.)

The University of California, Southern Branch, thought enough of its value to send a delegate to its convention in 1922.

The Los Angeles Board of Education is sending a delegate to the convention in Pittsburgh, April 16 to 20. The delegate is a class-room teacher.

A United States Bulletin of 1915 says:

"It is fitting that California should take high rank among the states in regard to kindergarten work. It was the Silver Street Kindergarten in San Francisco, conducted as far back as 1878 by Mrs. Kate Wiggin and her sister that helped give such popularity and celebrity to the kindergarten cause throughout the United States. The Silver Street school inspired the Golden Gate Kindergarten Association identified in the public mind with its founder, Mrs. Sarah B. Cooper. Mrs. Cooper's work in turn brought forth the first kindergarten legacy—that of Mrs. Leland Stanford. The first public lecturer to espouse the kindergarten cause was Felix Adler, who stirred Los Angeles and San Francisco in 1875-76, when visiting the Pacific Coast on a lecture tour."

What is known as the National Movement in the United States began in St. Louis, guided by Dr. William T. Harris, at one time United States Commissioner of Education. There the kindergarten is an integral part of the school system. While nominally an integral part; there is still much to be cleared up in the relation of the kindergarten and lower grades. This is as true of California as of other places.

It has been thoroughly discussed in a United States Bulletin, 1915, No. 24—whole number 655.

Other points still undeveloped and but of possible service are an intensive study of the intrinsic value with the aim of determining what adaptation is best suited to rural versus city communities; study of teacher training and courses of study.

A budget that will provide stationery, stamps and necessary typing would help during the coming year in a more extensive study.

The committee invites suggestions and information.

ETHELIND M. BONNEY, Chairman,
EUGENIA WEST JONES,
PAUL E. STEWART,
FRED M. HUNTER.

PROFESSIONAL CODE OF ETHICS

IN accordance with the reports given at the two previous meetings, this year is being devoted to the gathering and tabulation of data upon which to base a report which may be said to be in a somewhat more than ordinary degree, representative of teaching opinion.

A hopeful sign that professional consciousness is constantly increasing may be found in the codes of ethics which are now appearing so frequently in school publications. Various local, and state organizations have adopted codes prepared by committees under their jurisdiction. These are necessarily similar in the ground they cover and the conclusions drawn. In general the topics considered may be classified as service, loyalty, cooperation, relation between teacher and community, teacher and pupil, teacher and fellow-teacher, teacher and superior officer, training standards, professional organization, growth in service, compensation, conditions of employment, personal appearance and habit.

Of these codes, one which represents most thorough and painstaking study covering a period of three years is that prepared by the Ethics Commission of the Pennsylvania State Teachers' Association and adopted by that body in 1920, a most interesting report upon which, by the chairman of the commission, appears in the January bulletin of the N. E. A. The report proceeds along the lines already indicated. It has doubtless been read with interest and commendation by thousands of educators. Yet the question remains,—how much vital influence in determining the attitude of any of these readers upon any given question of ethics would reading and reflection upon such a code have? An interesting sidelight upon this vexed question was recently afforded in a near-by community. The Professional Advancement Committee of the Berkeley Teachers' Association, formulated a code of ethics for the consideration of that body. It was circulated among the schools with a request from the committee that it be subjected to discussion, criticism, suggestion, as a preliminary to voting upon its adoption. When the chairman of the committee reported upon the letters sent in, it became apparent that not more than 50% of the teachers saw any necessity whatever for a code of ethics. In fact, one letter which provoked spirited applause stated that a code of ethics was an insult to the teaching profession. The reaction of the Berkeley teachers to the question prob-

ably indicates the average reaction of any similar group. We simply cannot afford to admit that we are less than perfect.

Environment, circumstance, teaching experience soon mold and harden the character of youth. If during the period of preparation the educator has not been carefully and definitely trained to consider professional standards and obligations as at least as important as pedagogical ones, he is more than likely in the future to be good in spite of, rather than because of, codes of ethics.

The committee, then, wishes at this time to reaffirm its previously expressed conviction that professional consciousness can best be stimulated and developed through the curriculums of teacher-training institutions. The report of the Pennsylvania Commission voices this conclusion as follows:

Of course, the mere formulation of codes of ethics will not accomplish much unless there is in some way implanted in every new teacher a sense of individual responsibility for maintaining good professional standards. This is the task of state departments of education, of superintendents of schools, and especially of the faculties of teachers' training schools. There is need of a short course, possibly two or three weeks in length, in every teachers' training school, bringing individually to each student the ethical obligations about to be assumed when the student enters the teaching profession, and warning against the special temptations to unethical conduct that so frequently present themselves.

It would seem that the first step toward the attainment of this objective would be a survey of the field of ethics which would carry the dignity and weight of national authority.

Your committee is informed by Mr. Chamberlain that the N. E. A. is now planning to work on a National Code of Ethics with what the various states have already done as a foundation.

MAY C. WADE, Chairman.

REGISTRATION OF MINORS

YOUR committee on the Registration of Minors, appointed after the meeting of the Council held last December, felt that it was necessary to secure immediate action. The chairman of the committee prepared a questionnaire, a copy of which is attached hereto, and sent it to the members of the committee.

The answers from the committee members showed that there was absolute uniformity of opinion among the committee members that the present law on the Registration of Minors

is most unsatisfactory. The committee was a unit in the belief that there should be some method of registration, but that this registration could not be secured through the schools and school officials. The committee unanimously favored the continuance of the Registration of Minors only through paid enumerators with proper penalties imposed upon parents for not registering their children, and that this registration should take place once in every two or three years.

The committee so reported to the Legislative Committee. This committee authorized the drafting or approving of a bill in keeping with the recommendations of the committee. A. B. No. 362, introduced by Mr. Miller, makes such provisions.

Respectfully submitted,
E. MORRIS COX, Chairman,
F. E. HOWARD,
GAIL MOODY.

**QUESTIONNAIRE FOR COMMITTEE
TO THE MEMBERS OF THE COMMITTEE
ON REGISTRATION OF MINORS:**

President Keppel, at the meeting of the Council of Education in Los Angeles, December 2, named a committee on Registration of Minors and designated me as chairman of the committee. Inasmuch as anything relating to legislation must be handled with promptness, it may be necessary for the committee to do its work by correspondence. I am therefore taking the liberty of submitting a series of questions and a brief discussion of the problem to the members of the committee and ask for their report and comments.

May I have answers from the various members of the committee to the following questions?

1. Is the present law on the registration of minors worthwhile? Yes..... No.....
2. If not, shall there be any legal provision for the registration of our child population? Yes..... No.....
3. Do you favor such registration by the voluntary or required efforts of the teachers? Yes..... No.....
4. If not, would you favor this plan if a penalty were placed against any parent not registering his children? Yes..... No.....
5. Do you favor an enumeration by paid enumerators? Yes..... No.....
6. If so, should such enumeration take place every two, three, four, or five years?

May I call your attention to the research

report of the Russell-Sage Foundation, similar to those issued by them each decade, ranking the state school systems under ten important items? For the year 1918 California ranked second in the summary of the ten points, but in four points which relate to the question of attendance California ranked as follows.

	Rank
Percentage of school population attending school daily.....	4
Average days attended by each child of school age	3
Average number of days schools were kept open	13
Percentage of boys as compared with girls in high schools	14

One can readily see that, although California ranked second, her ranking on points of attendance is not so commendable as it might be.

May I have your answers to the questions propounded above and any comments that you have in mind regarding this question of registration of children of school age?

RELIGIOUS EDUCATION

THE teachers of the public school system feel that there can be no government of, by and for the people where there is not an acceptance of the principle of "The Brotherhood of Man." This principle is emphasized in the courses offered in the public schools as the underlying principle of our democracy. But since the public school system cannot in any way teach religion, the public schools of the state are considering a call to the church to cooperate by establishing Church Schools that will attain certain standard requirements educationally sufficient to merit permitting pupils in taking part of the school day for religious instruction in organized classes conducted by the various churches.

The movement to establish Week-day Religious classes does not aim to bring religion into the public schools. Absolute separation of church and state must be maintained.

We, therefore, recommend that the public school system of California extend to the pupils, whose parents request, an opportunity to receive religious instruction during school hours for one hour each week.

The governing board of each district must grant to pupils the right to attend the religious classes.

It is to be expected, of course, of our leadership in the local church, that such require-

ments as will dignify education in religion will be maintained.

A standard card may be adopted for parents to fill out stating whether they care to take advantage of the religious instruction that will be offered by the different churches during the school year. Children who do not care to attend the church schools will be given regular school work during this period.

Pupils allowed to attend religious classes shall not be excused from the required work in the standard school subjects, as defined in Section 1655 of the Political Code.

The Committee on Religious Education recommends amendment to Senate Bill 417 reducing time to one hour per week for religious classes and that with this modification the Council urge the passage of Senate Bill 417.

HENRY C. JOHNSON, Chairman,
W. T. NEWTON,
A. R. CLIFTON,
MINNIE R. O'NEIL.

TEACHER TRAINING

YOUR Committee on Teacher Training has functioned since 1918 under the same chairmanship. While the successive reports of the committee are a matter of record in the archives of this Council, and have been published in the "Sierra Educational News," yet it seems desirable upon this occasion to furnish a brief review of its activities to date. These may be presented under several heads, as follows:

I. Provision of suitable physical accommodations for the School of Education, University of California.

In the beginning, the Committee found the School of Education housed in congested quarters wholly unsuited to its requirements and far inferior to those furnished in many other universities of the land. The Committee carried on a successful campaign to overcome these unfavorable conditions.

The new building for the School of Education which will be ready for occupancy next fall, offers excellent provision for all its needs and purposes.

II. Establishment of university policy.

The Committee early found the School of Education to be inadequately financed, its personnel to be deplorably insufficient in number, and its general objectives to be only vaguely conceived by the administrative authorities of the university. A series of interviews and conferences was held with the President and Members of the Board of Regents, as a result

of which the board adopted a resolution in which it declared in substance that the university would embark upon a policy of expansion such as to bring the School of Education to the level of the most approved departments of this kind in the leading American universities. As yet, this program has not been made as fully operative as desired or anticipated, particularly in relation to development of curricula and enlargement of teaching staff. While the President of the university has been appreciative of the needs of the school, he has had to contend against extraordinary pressure upon the university resources, due to vastly increased enrollment, which pressure has rendered it exceedingly difficult to embark upon new and large undertakings even where these were essential, as in this case. Nevertheless, in view of the approaching change of administration at the university, it is clear that the Council should not remain quiescent in this matter, but should once again exert its influence to see that the policy above outlined is brought to a point where the service performed will adequately meet the needs of the state.

III. Better Support for the University High School.

The establishment of a University High School several years ago came in response to the demand for properly trained high school teachers in the state. Such an organization affords a clinic or laboratory through which the apprentice acquires experience that may later be transformed into class-room technique. The Committee found the University High School to be materially hampered in performing effective service by lack of adequate financial support. The Committee has assisted in securing larger appropriations for this purpose in the university budget.

IV. Establishment of University Elementary Training School.

In the inception of its work the Committee discovered that no consideration had been given in the university program to a training school in which elementary teachers and supervisors might be given advantage of clinical and laboratory facilities such as had been provided for the University High School. The Committee promoted the creation of such a school, which was established in conjunction with the School Department of Berkeley and is now being conducted.

V. Development of Normal Schools into Teachers' Colleges.

The shortage of teachers during the war focused general attention upon the benefits to be derived from reorganizing the normal schools of the state into teachers' colleges. The Committee aided in arousing public interest in this movement, especially in securing the passage of necessary legislation. Progress was satisfactory until the early part of the year, when grave financial reverses impended. The Committee has been active in endeavoring to diminish the force of the projected financial blow, and proposes to continue its labors. It may well be that one of the chief functions of the Council for some time to come will be that of developing intelligent public opinion upon the subject of proper financial support for the teachers' colleges of the state.

VI. Interest in Standards of Certification.

The report of the Committee rendered at the last meeting of the Council was devoted very largely to the consideration of standards of certification. This subject still remains one of the most interesting and fruitful sources of investigation and effort by the Committee.

Certain phases of the Committee's work heretofore have now been reviewed.

What remains to be done?

It is the Committee's primary duty to undertake an intensive campaign of popular enlightenment upon the value of technical teacher training. Teaching is both a "science" and an "art." The process of equipping the prospective teacher with a thorough knowledge of subject-content represents the scientific aspect of preparation. The process of developing the native talents and capacities of the prospective teacher through actual contacts with groups of children under school conditions, represents the art aspect of preparation. To make this latter process effective, teacher training clinics must be conducted wherein the experience gained by the novice may be applied under competent supervision. If our teacher training institutions be handicapped as to personnel and equipment, they cannot possibly maintain those standards which have placed California in the foremost ranks of the educational world; nor can these institutions then possibly supply the schools of California with a body of technically proficient teachers, as they have done in the past. To these facts the people of California must be awakened. Such is the first duty of the Committee as we look ahead.

Recommendations

The Committee would therefore ask the endorsement of the Council upon the following items of an extensive program:

1. That the Committee make a study of the costs of teacher training in the state, in comparison with those of other states of approximately equal educational rank—such study to take into account assessable property valuations, wealth, population, and similar factors.
2. That the Committee make further investigation into the curricula of teacher training institutions possessed of the degree granting privilege.
3. That the committee make a study of the relations which should exist between the Teachers' Colleges and the University School of Education,
4. That the Committee make a study of the relations which should exist between the State Department of Education and the University of California,
5. That the Committee make a study of the conditions under which teachers' credentials are granted in the various universities and colleges accorded this privilege in the state.
6. That the Committee be authorized to negotiate with the authorities of the University of California in reference to such further developments of the School of Education as will assure the rendition of the most effective service by it to the public school system of the state.

A. J. CLOUD, Chairman.

AUDITOR'S REPORT

TO THE BOARD OF DIRECTORS,

CALIFORNIA COUNCIL OF EDUCATION.
Ladies and Gentlemen:

I have examined the accounts of the California Council of Education and submit herewith a statement of revenue and expenses for the year ending December 31, 1922, and a balance sheet as of the close of the year, December 31, 1922.

All cash receipts have been deposited in the bank and all disbursements were supported by properly authorized vouchers. The balances in the bank have been verified by confirmations from the depositories.

The accompanying statement of revenue and expenses for the year and the balance sheet as of the close of the year are in agreement with the books and, in my opinion, reflect the results of the operations for the period indicated.

(Signed): C. C. STAEHLING, Auditor.

CALIFORNIA COUNCIL OF EDUCATION

Statement of Financial Condition as of December 31, 1922.

ASSETS

Cash:				
Commercial Account—Oakland Bank of Savings.....	\$ 1,688.36			
Emergency Fund—Oakland Bank of Savings.....	9,504.79			
C. T. A. Registration and Placement Bureau L. A.	539.30			
				\$11,732.45
Accounts Receivable:				
Less, Reserve for Doubtful Accounts.....	\$189.70			
Charged to C. T. A. R&P Bureau.....	869.50	1,059.20		
				3,865.68
Note Receivable—Advertising				467.65
Liberty Bonds				300.00
Interest due on Liberty Bonds.....				17.00
Rent paid in advance—Los Angeles.....				120.00
Placement Commissions Fees due and unpaid (1921).....				87.25
Placement Commissions and Fees due and unpaid (1922).....				531.60
Postoffice Deposit				50.00
Office Equipment				
Less, Reserve for Depreciation.....				2,485.93
				3,856.38
Total.....				21,028.01

LIABILITIES

Accounts Payable				4,159.10
Memberships Paid in Advance for 1923.....				1,808.00
Advertising Paid in Advance.....				496.50
Reserve for Doubtful Accounts C. T. A. R&P Bureau.....				102.47
California High School Association.....				598.95
Total.....				7,163.02
Net Worth				
Represented by:				
Emergency Fund Reserve.....				1,000.50
Surplus				12,862.49
				13,862.99

Statement of Revenue and Expenses of the California Council of Education and Allied Activities—For the Year Ended December 31, 1922.

REVENUES	California Council of Education	Sierra Educational News	C. T. A. Registration and Placement Bureau	TOTAL
Memberships (see analysis)	\$11,708.25	\$11,708.25	\$ 1,173.00	\$23,662.50
Advertising		19,635.56		19,635.56
Subscriptions		631.31		631.31
Placement Fees and Commissions			5,023.66	5,023.66
Interest on Emergency Fund	245.10			245.10
Interest on Liberty Bonds.....	12.75			12.75
Interest on Notes Receivable	20.88	59.13	312.89	20.88
Miscellaneous				372.02
	\$11,986.98	\$32,034.25	\$ 6,509.55	\$49,603.78
EXPENSES				
Stamps and Stamped Envelopes	\$ 153.05	\$ 171.04	\$ 331.90	\$ 655.99
Stationery	90.25	78.50	309.18	477.93
Telegrams	48.12	41.02	71.34	160.48
General Office	285.08	251.25	321.14	857.47
Telephone	123.94	114.22	312.19	550.35
Traveling	1,369.75	44.65	310.38	1,724.78
Salaries	9,247.06	6,277.51	4,570.90	20,095.47
Rent	719.93	719.93	1,420.64	2,860.50
Miscellaneous Printing	46.17	244.74	701.13	992.04
Printing News		16,636.96		16,636.96
Wrappers and Addressing		393.62		393.62
Mailing and Postage		641.88		641.88
Miscellaneous Expenses	1,789.94	580.46	21.00	2,391.40
Depreciation, Office Equipment	269.49	269.49	95.25	634.23
Bad Accounts		150.00		150.00
	\$14,142.78	\$26,615.27	\$ 8,465.05	\$49,223.10
NET REVENUE	-\$ 2,155.80	\$ 5,418.98	-\$ 1,955.50	\$ 1,307.68

ANALYSIS OF MEMBERSHIP

CALIFORNIA COUNCIL OF EDUCATION

Memberships:		
Bay Section:		
4254 memberships paid in 1922 for 1922.....		\$ 6,881.00
Central Section:		
814 memberships paid in 1922 for 1922.....	\$1,221.00	
4 memberships paid in 1921 for 1922.....	6.00	
818 memberships net for 1922.....		1,227.00
Central Coast Section:		
637 memberships paid in 1922.....	1,273.50	
636 memberships paid in 1922 for 1923.....	1,272.00	
1 membership paid in 1922 for 1922.....	1.50	
621 memberships paid in 1921 for 1922.....	931.50	
622 memberships net for 1922.....		933.00
Northern Section:		
129 memberships paid in 1922 for 1922.....	193.50	
1144 memberships paid in 1921 for 1922.....	1,716.00	
1273 memberships net for 1922.....		1,909.50
Southern Section:		
8234 memberships paid in 1922 for 1922.....		12,351.00
North Coast Section:		
328 memberships paid in 1922.....	626.00	
268 memberships paid in 1922 for 1923.....	536.00	
60 memberships paid in 1922 for 1922.....	90.00	
350 memberships paid in 1921 for 1922.....	525.00	
410 memberships net for 1922.....		615.00
15611 total memberships for 1922 at \$1.50 each.....		23,416.50
Less, one-half transferred to Sierra Educational News		11,708.25
Net revenue as per statement of Revenue and Expense		11,708.25
Total.....		23,416.50

A SUBSTANTIAL CONFERENCE

THE second annual Pacific Coast Conference on Educational Research and Guidance was a significant and felicitous blending of the solid meat of research with inspiration for further activity. The San Jose State Teachers' College was a capable and genial host. Two days, April 20th and 21st, embraced five excellent sessions, banquet and luncheon, and a fine spirit of good fellowship.

Dr. B. R. Buckingham, director of educational research at Ohio State University, presented a series of papers of unusual merit and thoroughness on: Individualizing instruction as the basis of tests; Classroom applications of the psychology of reading; What should children read in school; and, The effect of size of class upon efficiency in teaching.

Dr. Vergil E. Dickson, director of research and guidance, Oakland and Berkeley City Schools, and president of the Conference, was reelected for the ensuing year. H. B. Wilson, Superintendent of Schools, Berkeley; Walter Bachrodt, Superintendent of Schools, San Jose; and Joseph E. Hancock, Superintendent of Schools, Santa Clara County, assisted as session chairmen.

The addresses were uniformly on a high level, stimulating and workmanlike. No time

was dissipated on random discussion. Papers were presented by Miss Olga Bridgman, University of California; Dr. J. Harold Williams, director of research, Whittier State School; Miss Elsie Martens, assistant in educational research, University of California; Dr. C. E. Rugh, department of education, University of California; Dr. T. L. Kelley, department of education, Stanford University; Dr. Raymond Fransen, department of education, University of California; Dr. Ellwood P. Cubberley, department of education, Stanford University; Dr. John C. Almack, department of education, Stanford University; Mrs. Grace Stanley, State Commissioner of Elementary Education; Miss Margaret Alltucker, Counsellor, Berkeley High School.

The attendance ranged between 200 and 500 persons; interest was lively and sustained. The conference has evidently demonstrated that it meets a genuine need, and that it is a permanent asset in the educational program of the Pacific Coast.

The originators merit congratulations from all progressive school people, not only upon the vision which inspired the first conference, but also upon the notable fruition of the second.

FROM THE FIELD

[In this column will appear from month to month, as may seem called for, brief notes or queries from teachers—concise, helpful personal expressions of valuation and judgment, upon local or state educational affairs of general interest.]

Teachers' Retirement Law

Editor Sierra Educational News:

In your issue of January, 1923, which just comes to me, on page 59 are certain statements concerning a Teachers' Retirement System in Pennsylvania.

I helped draft that law. It has been in operation since July 1919. Teachers may retire at age 62. Teachers pay in one-half, which is in the form of an annuity. If they cease teaching in Pennsylvania, they get their money back, with 2 per cent annually. Local boards pay one-fourth, the state pays one-fourth.

It was based upon the services of a first-class life insurance actuary.

It might be worth while to work it up for California. Each teacher is paying his own insurance, except that 30 years, on this plan, is too costly.—Geo. A. Dickson, Oceanside, Cal.

Progress in Shasta County

In California's steady march of educational improvement, so apparent in the last two years, Shasta County comes forward to claim her rightful standing among the less remote counties. The educational forces in Shasta County have had a real awakening.

Perhaps it was better salaries or the slogan of our worthy State Superintendent, who at the Teachers' Institute in 1921 said, "You must deliver the goods." Perhaps it was Shasta's optimistic school superintendent, who at about this time assailed the Chico State Teachers' College with such powers of persuasion that the instructors there finally agreed to journey the seventy-two miles at night to give extension work.

Be the inspiration due to whom it is entitled, at any rate the first work in extension was given in Reading by Miss Clara Kaps, Primary Supervisor of the Chico Teachers' College. This was attended by thirty-seven teachers, some of whom drove thirty miles to attend. As a result the new "Thought Method" in Reading is taught successfully and almost universally throughout the county. The phonic method is rapidly disappearing. Teachers are everywhere measuring their pupils in speed and comprehension in Silent Reading and advancement is being made not only in Reading, but in other subjects to which it is the key.

We are having our fourth extension class and a large number of our teachers are getting other credentials while in service.

The frenzy for improvement was manifest in the Summer Schools. Thirty-seven teachers from Shasta County were registered at the Mt. Shasta Branch of the Chico Teachers' College. This was the largest number attending from any county. Several other teachers from this

county attended at Berkeley and Los Angeles Summer Sessions.

Through the agency of Rural Supervision four Teacher Conferences have been held in Shasta County since the beginning of the present term. Rural teachers have been grouped about convenient centers. Practical methods have been given at the conferences and teachers have been instructed in the use of Standard Objective Tests. A survey has been made in some of the tool subjects. The use of these tests is practically revolutionizing our rural examination system.

In May of last year we had an interesting trustees' convention. New school legislation was discussed and instruction given in budget making. The trustees went on record as being in favor of the work of the Public Health Nurse in the schools and of the work of the County Attendance Officer.

Mention must also be made of our strong P. T. A. which is live enough to protest the proposed cut in the state educational budget and to raise funds enough to present to the new Redding Elementary School, a fine piano.

Last but not least, we boast that it was the demand of the Shasta County School Administration which decided the Chico Teachers' College to offer in April of this year the first course of Supervision offered in the state.

With 101 schools scattered over such a large area that 2250 miles must be traveled to visit them all once, we feel that we have taken a long stride educationally.

ETHEL S. WARD,
Rural Supervisor.

An Educational Parable

THERE'S a prim little man and a prim little maid in a right prim school whose discourse is so altogether expositional that it is nearly as dry as sawdust. In fact, it is drier than it seems, for this prim little man and this prim little maid are right interesting personalities in themselves which gives an added touch of interest and charm to anything they may say.

Though the teacher may assign them subjects brimful and overflowing with every element of feeling, subjects requiring sentimental treatment—subjects as full of grace and beauty as a Mariposa lily, subjects as full of grief as "Rachel weeping for her children and would not be comforted because they are not," subjects as full of gaiety as a kitten at play, subjects as full of horror as the onrush of the German hordes over the fair fields of Belgium and France, subjects as full of sublimity as the lordly summit of Mt. Shasta—still this prim little man and this prim little maid will go calmly on in their calm expositional way with

(Continued on page 295)

EDUCATIONAL LITERATURE

History of the United States of America—By Henry William Elson. The Macmillan Company. Pages, 998.

The author has condensed into a single volume a narrative of the origin and growth of our country and its institutions in such a form as to interest both the high school student and the general reader. He has shown great skill in selection of material, so as to avoid crowding a mass of details into narrow compass. He devotes much space to the life of the people—their modes of life, occupations, ideals, and general industrial and social progress, particularly in the colonial and early national period. In treating the later national period he emphasizes political and constitutional developments. Great care has been exercised to secure historic accuracy. This book is not a mere recital of facts, dates, etc., but is a readable, vigorous, vivid, historical account that should appeal to a host of thinking readers.

Our United States, a History—By William Backus Guitteau. Silver, Burdett and Company. Pages, 645.

This is a revised edition of the author's history for use in seventh and eighth grades. It interweaves our country's history with that of other nations. Commencing with the European background of early American life, it develops the story from point to point to the present moment, concluding with a series of chapters on the World War. More than one-quarter of the space is assigned to events since our Civil War, presenting an adequate presentation of modern social and political problems. The treatment is characterized by a scientific attitude, so that the pupil finds the facts of history so arranged as to lead him to form his own conclusions. Excellent maps, illustrations, a complete index, and valuable tables of statistics, are features of the book. This text should attain the same high degree of success which has been accorded its predecessor.

New Geographical Reader, North America—By Frank G. Carpenter. American Book Company. Pages, 502.

New Geographical Reader, Europe. Same. Pages, 499.

These two Readers are revisions of the corresponding volumes of the well-known Carpenter Series, which has maintained such remarkable popularity in the schools over the past generation. The aim has been to bring the material down to date, in accordance with the economical, industrial and commercial changes of the present day. The old features which have proved their worth have been retained, and many new features have been introduced to enhance the value of the volumes as supplementary texts in Geography. The volume on

North America is furnished with sets of problems and "proposed journeys" which are designed to make more realistic the pupils' conception of the chief cities and industrial communities of the continent, as well as to give them a working knowledge of its resources and trade. The importance of the United States as a chief section of the continent is strongly emphasized in that the material relating to other countries of North America is introduced almost wholly in relation to the United States. The industries and resources of countries of other parts of the globe are also treated in direct relation to those of the United States. The author declares: "It is an American book written from the American standpoint for the American child, and it cannot but foster and stimulate patriotic Americanism in the minds of the pupils." The volume on Europe takes into full account all the mighty changes that the World War has produced. Here again the treatment is such as to establish in the mind of the child the premier position which the United States now holds in the political, social, industrial and commercial relationships of the world. The maps, illustrations, sketches and statistical tables are unexcelled in appropriateness, accuracy and general interest.

Gardening—By A. B. Stout. The World Book Company. Pages, 354.

This is one of the New World Science Series, edited by John W. Ritchie. The author says of himself that he has been a home gardener all his life. He has, beside, had teaching experience in elementary, secondary and normal schools, and in the university. Every page shows an expert acquaintance with not only the subject matter, but the teaching of it to children. Pedagogical insights appear from every lesson. It is so much more than a treatise on gardening by school children that it is refreshing. The sub-title, "The Science and Art of Vegetable Growing," hints at an expanded meaning. "An intellectual basis for the work that will lift it to a plane above a mere manual apprenticeship and an opportunity for the practical application of knowledge gained are alike necessary." After a number of chapters on important facts and principles of growth and reproduction in garden plants, there follow lessons on a variety of crops, all involving the cooperation of pupils in soil preparation, seeding, cultivation and harvesting, and profusely illustrated. As interpreted by the teacher, it will be seen to be not so much a text on gardening as the deliverance of an expert an education by means of intelligent gardening. For the teacher, therefore, it becomes a distinctly professional work; for the pupil a stimulus to which childhood's characteristic impulses prompt reaction. Not mere doing, but intelli-

gent doing, is emphasized. The projects described are real projects in which both interest and theory find expression. The illustrations are at once artistic and easily understood. The explanations are, many of them, plain enough to be followed without a teacher. Each chapter ends with a page or two of "things to do and observe," and they are not formal, but significant. Altogether, the book belongs to the first class in plant-growing lore for youth.

Elementary Agriculture—By Hurry Jackson Waters. Ginn and Company. Pages 349.

To begin instruction in agriculture and its related arts and sciences in the high school is too late if one hopes to stimulate an acquaintance with, and fix an abiding interest in farm life as offering an attractive career. Through intimate daily contact with as much of the life as can be brought into direct relations with the school projects involving farm skills, and investigations of the underlying science—until boys and girls, wherever residing, are habituated to think in terms of the practical farmer's experience: this is the "setting" process. In his Preface, the author has well said: "Agriculture is the richest of school subjects, in fact and in tradition, and when it is properly taught no other subject compares with it in human interest." It shares with geography the distinction of being the most widely related study, suggesting correlations with every science, with history, with the constructive arts, with trade and markets, industrial economics, etc. Better even than geography, it yields to the uses of problems, home and individual projects and the occupational interest that attaches to the marketing of one's products. The great crops; the lesser grains and grasses; the legume family; southern devotion to cotton and tobacco; soil, its origin, composition, conservation and treatment; animals and intelligent husbandry; and the household garden, all come in for treatment in the text, and quite full enough for the understanding of children, but with an integral presentation that leaves no sense of scrappiness or essential omissions. Its six colored plates and nearly 300 figures and other illustrations of the text constitute an illuminating addition to the descriptive matter. Any teacher of the subject, whether experienced or a novice, should find it a suggestive guide. It is astonishing how completely, within a decade even, the varied phenomena of farm life have been whipped into form and adjusted to the school program as a teaching instrument. The text is a fine example of a sensible, usable book.

Elementary English: Spoken and Written—By Lamont F. Hodge and Arthur Lee. Charles E. Merrill Co. Elementary Book, 290 pages; Intermediate Book, 267 pages; Advanced Book, 484 pages.

This series covers an elementary course of study in composition, grammar and corrective English. The Elementary Book is for the third and fourth years, the Intermediate Book for the fifth and sixth years, and the Advanced Book for the seventh and eighth years. More than average emphasis has been given oral expression, not only as an aid to correct and easy

speaking, but as preparation for written composition. Correct usage is taught in the lower grades by means of numerous interesting drills and devices, and in the upper grades by the application of grammar to everyday speaking and writing.

Worthy of special mention is the English work in the Elementary Book. The authors have appreciated that work in the lower grades should be largely oral and that a child talks spontaneously and eagerly only on topics that are within the range of his experience. This book accordingly follows the cycle of a child's interest—his plays, his work, his pets, his home and friends, the books he reads, and his love of outdoors. The work in composition, corrective English, and technicalities is grouped around these topics. This gives a unity, continuity and interest to the lessons not found in the disconnected assignments in many language texts. The civics material in the Advanced Book is also of special merit.

The entire series is thoroughly modern and distinctive in its treatment. The expressed aim is to give adequate treatment to all the essentials and to develop the ability of a pupil to express his own thoughts and feelings—either orally or in writing—clearly, correctly, and in a way which will interest other people. The Hodge and Lee Series is a worthy contribution to elementary school English texts. The typography, makeup and illustrations are excellent. The binding and paper are serviceable and commendable.

Three Year Vocational Course of Study in Printing. An Analytical Course of Study in Printing—Both by Frank K. Phillips, Manager, Education Department, American Type Founders Company, Jersey City, New Jersey.

These two courses should be in the hands of every superintendent, principal or teacher interested in printing as a school subject. Both employing printers and workers in the printing industry, in fact all interested in the fundamentals of training through teaching printing, will find them a mine of information. The three-year vocational course outlines shop work in printing in semester or five-month periods. The total course provides for three years or thirty school months of shop work with one shop period of three hours daily. Besides the course in shop work, courses are given in (1) English and spelling, (2) mathematics, (3) drawing and (4) science, each course showing how instruction in printing may be correlated with these subjects. With each half-year outline is given a list of reference and textbooks with a complete bibliography at the close of the outlines.

The Analytical Course of Study in Printing outlines the work in the following units: Straight-Matter Composition; Book Composition; Job Composition; Stonework; Platen Press-work and Linoleum Block Printing. Type problems are given under the heads of "Major topics" and "Minor topics" with, in all cases, the operations fully and clearly outlined. The two courses are among the most valuable contributions concerning printing as a subject in the course of study that have ever been brought out.

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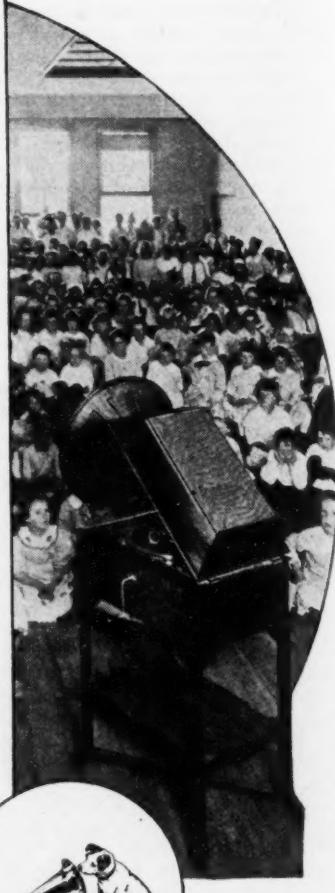
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NOTES AND COMMENT



The California State Department of Education has issued a helpful bulletin on "The Organization of Intramural Competition in Elementary Schools." Every California superintendent and principal should secure a copy. The following from the bulletin will explain its purpose:

"This bulletin is presented to assist administrators in schools having an enrollment of 80 or more pupils above the fourth grade to organize the play time of the children so that their participation in activities will have a purpose. So called 'free play' is an unknown quantity on an unsupervised ground. Domineering children (bullies) or the more active children monopolize desired courts while the weak or timid children and those unable to organize themselves have no opportunity to gain that proficiency in games which results from a systematic use of the facilities at hand. This organization of the play time of children is valuable for every school but is of primary importance for the school having limited space and equipment. Every school should be definitely organized for systematic participation of all the children in the playing of games during the free periods. Adult leadership in the organization of the children for this play is the pivot around which the success of the scheme revolves."

"Universal free public library service is the cap-sheaf of our whole system of education," said Joy Elmer Morgan, editor of the Journal of the National Education Association in a recent address before the American Library Association. "Criticism of public education has become the fashion. We are told that education costs too much and that it is honey-combed with fads and frills. Both statements are false. Education costs less than one and one-half per cent of the national income. Out of our seventy billions of annual increase we spend but one billion for education, while we pay out eight billions for other governmental expenditures, national, state and local. There are undoubtedly fads in education and there is room for economy, but there are more fads and frills and more wastes in the sugar business or the automobile business than there are in public education. The public schools of America are training more children, and on the whole are training them better, than any other system of schools in the world's history. The public libraries of America—which build on the foundations laid in the schools—are making a vast contribution to our wealth and welfare. The money we spend for education means more to this nation in dollars and cents than any other investment we have. We may as well face the fact that we must spend more money for public education and that some of that

money must be used to extend and improve both school and public libraries. These two educational factors are unique developments of our American democratic system of education. They must furnish the basis for that vigorous intellectual life without which democracy must fall."

"The children of the world, given unity of thought through service, are now organizing through Junior Red Cross for the first steps towards peace," said Otto Paul Schwarz, educator of Switzerland, who is making a tour of the United States studying educational methods in America. Mr. Schwarz is intensely interested in Junior Red Cross and made a careful study of the Junior organization in both Boston and New York. After a visit to Pacific Division Headquarters in San Francisco, he visited the Berkeley schools and reported an excellent impression of the Junior organization in that city. It is his intention to observe Junior Red Cross activity in Portland and Seattle. Mr. Schwarz expressed to Miss Mary Concannon, director of Junior Red Cross in the Pacific Division, his plans for introducing international correspondence in the schools in Basel, Switzerland.

A Victrola in the Schools; What Does It Mean?



Appreciation of good music is a right belonging to every child, but denied to most by lack of opportunity.

For it is only by constant repetition of good music that good music becomes appreciated.

And because the VICTROLA supplies this opportunity, its place in the school is fixed. It belongs in your school room as definitely as the blackboard or the ink well.

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CARPENTER'S NEW ASIA

ENTIRELY RE-WRITTEN AND RE-ILLUSTRATED

The publication of Carpenter's *New Asia* completes the new volumes necessary for a proper development of the California conception of a story-cycle in geography for the fourth, fifth, and sixth grades.

For more than twenty years Carpenter's Geographical Readers have held a large place in the teaching of geography. They have supplied the flesh and blood necessary to clothe the dry bones of geography textbooks, and have made countries and peoples living wholes in the minds of the pupils.

Carpenter's new books are equipped as real textbooks. For necessary locational work each book contains a fine, double-page, colored map of the continent; and in addition colored political maps of the several countries, and many black-and-white route maps, which are essentially commercial maps of the highest value. Excellent teaching helps have been added in the form of problems, research questions, proposed journeys, use of tables of products, etc., all in relation to and comparison with the United States.

The new books present a unified, peaceable world. They look toward the development of a sane blending of patriotism and worldmindedness.

ALL READY

Carpenter's Around the World with the Children
(For Fourth Grade)

Carpenter's New North America
(For Fifth Grade)

Carpenter's New Europe
(For Sixth Grade)

Carpenter's New South America
(For Fifth Grade)

Carpenter's New Asia
(For Sixth Grade)

AMERICAN BOOK COMPANY

121 Second Street, San Francisco

NEW YORK

CINCINNATI

CHICAGO

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ATLANTA

CALIFORNIA KINDERGARTENS

(Continued from page 251)

than twenty-five children, they cannot have kindergartens. It will require another constitutional amendment to make state moneys available and this attempt would be unwise until good roads and union school districts bring the kindergarten to the country child.

Results of law after ten years operation: Primary courses of study are planned on the assumption that the child has had an adequate kindergarten experience. The new state course of study, the first unit of which is just off the press, provides an interlocking course covering two years of kindergarten and three years of primary. California stands first in the United States as to the largest per cent of children of kindergarten age in school. Twenty states have or are copying her law. Her standards of certification, housing and equipment are heralded everywhere.

Senate Bill No. 123—by Dennett of Modesto—provides an amendment to Section 1616 which says that those boards of education having an average daily attendance of 3000 in their elementary schools shall establish kindergartens upon petition and that those boards having a less number may at their discretion establish upon petition. This eliminates the uniform compulsory feature from Section 1616, putting compulsion upon only those cities of approximately 20,000 population or over.

Injustice of this bill: The child's need for kindergarten is based upon his stage of development and not upon the size or character of the community in which he lives. This change in the law would permit a short-sighted board of education to deprive all the children in their district of this internationally recognized basis of all education.

This Senate Bill No. 123 should be defeated. Will you help?

Registration and Placement Bureau of C. T. A. Berkeley office opens May 1 in rooms 12 and 13, Eastman Bldg., corner Center and Oxford Streets, at entrance to university grounds.

The Simplex Projector gives general satisfaction among the schools. Literature and full information concerning the Simplex will be sent on request by the Western Theatre Supply Co., Inc., 121-127 Golden Gate Avenue, San Francisco.

There was issued recently by the Bureau of Research in Education, Department of Education, University of California, "A Guide to Readings in Civic Education." It is the result of a long-continued seminary study under the direction of Dr. Alexis F. Lange. It includes nearly 500 entries, under the four general heads of Society, Government, Education and Civic teaching.

Essential Language Habits

By ESTHER M. COWAN, Kansas City, ANNETTE BETZ, Kansas City Junior College, and W. W. CHARTERS, Carnegie Institute of Technology.

—:

The fixation of correct English habits is the first aim of this series. It provides abundant and varied motivated drill upon correct forms until these forms shall become automatic, thereby supplanting errors.

The illustrative literature, games, pictures, and concrete topics through which these instructions in language technique are given have all been chosen because of their inherent interest for the child.

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THE RESULTS IN GLENN COUNTY ARE TYPICAL.

Supt. S. M. Chaney writes us from Willows March 15, 1923, as follows:

I thought you might be interested in knowing how the Beacon Method is working out in our schools. This is the fourth year that we have been using the method in the schools of the county. From the beginning our teachers have taught the method thoroughly. We all believe that any method followed strictly and taught thoroughly is perhaps better than another method followed in a slip-shod way. With this in mind, our teachers have adhered strictly to Beacon. But results are the real test, and here they are: Our fourth grade pupils, the first class that was started in Beacon, are reading this year nine readers. Four years ago we had five readers prescribed for this grade. Our third grade will finish nine or ten readers this year. Last year we had twelve readers prescribed for the second grade, and before school closed, many of the teachers were asking for more books. The same will be true this year. In most of our schools this year the beginning class has already read the following books: Beacon Primer, Story Steps, State Primer, Beacon First Reader, Gordon Primer, Word-A-Day Doings on the Farm, Baldwin & Bender First, and will read several more. How's that for results?

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ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF STATE BOARD OF EDUCATION, JAN. 2-6, 1923

In accordance with the recommendation of the presidents of the State Teachers' Colleges, the resolution presented from the Teacher Training Conference and accepted by the State Board of Education, was modified to read as follows:

"That the requirement of seventy-six units for graduation of elementary school teachers shall be interpreted to mean the equivalent of two full years and one half year, or two full years and two summer sessions."

The Board referred to the Cabinet the matter of establishing corresponding requirements for graduates of a two-year normal course from institutions outside of California, in order that the same may be in harmony with the increased requirements of graduates of California normal schools.

The following prices on state textbooks were adopted, to take effect January 1st, 1923:

F. O. B.	Sacramento. Postpaid.
Primer	\$.21 \$.27
Third Reader36 .44
Fourth Reader40 .48
Sixth Reader35 .43
Seventh Reader34 .42
Studies in English, Book One..	.22 .28
Studies in English, Book Two..	.36 .44

The budget for free textbooks for the next biennial period, as prepared by the bookkeeper of the Textbook Department, was approved, as follows:

Estimate requirement for present

list	\$537,183.33
New Civics	102,500.00
New Introductory Geography.....	99,750.00
Primer of Hygiene.....	110,000.00

Total \$849,433.33

President Clarke announced that Mrs. Mary G. Barnum, who had been a member of the State Board of Education since the Board was re-organized in 1913, had resigned and that Mrs. Carrie Parsons Bryant had been appointed in her place. The Board expressed its appreciation of Mrs. Barnum's services as a member of the Board and regret at her resignation. The Board also expressed pleasure at the appointment of Mrs. Bryant and Mr. Clarence Jarvis as the new members of the State Board of Education.

In accordance with the recommendation of the Cabinet, life diploma fees were increased to \$5.00; the fee for all credentials to non-residents was increased to \$5.00, and for residents of California, to \$3.00.

The Board voted that for extension on credentials the regular fee be charged, provided that for extensions of two years or less no fee be required.

The State Teachers' Colleges at Fresno and San Jose were authorized to grant the baccalaureate degree with a major in elementary and junior high school education. The State Teachers' College at Santa Barbara was granted per-

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Tennyson's IDYLLS OF THE KING, edited, with an introduction, notes, questions, and interpretative comments, by Professor R. L. Lyman, University of Chicago. 55 cents.

George Eliot's SILAS MARNER, edited, with an introduction, notes, and questions, by Charles R. Gaston, Richmond Hill High School, New York City. 60 cents.

In press

Bunyan's PILGRIM'S PROGRESS, abridged and edited by Miss Edith Smith; illustrated with silhouettes by Miss Harriet Smith. Published May first.

NATURE SECRETS, by Mary D. Chambers. Volume III in the *Little Gateways to Science Series*, dealing with simple facts of chemistry and physics. Published June first.

DRAMATIC EPISODES IN CONGRESS AND PARLIAMENT, by Ethel H. Robson. A history, a dramatic reader, and a parliamentary reader combined, for the Junior High School. Published May first.

FACT, FANCY, AND OPINION, edited with an admirable introduction and notes by Robert M. Gay, Simmons College. Brief essays and newspaper articles illustrating modern writing. Published June first.

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mission to grant the baccalaureate degree with majors in home and community occupations and in home economics. The requests of other institutions are under consideration and will be reported upon when the investigation is completed.

The date for enforcing the new requirement of twenty-one units of Education, which was to take effect February 1st, 1923, was postponed to September 15th, 1923.

Meeting of March 19-24, 1923.

THE two new members, Mrs. Carrie Parsons Bryant and Mr. Clarence E. Jarvis, were in attendance. As required by law, whenever any new members are appointed, the Board reorganized, with the re-election of E. P. Clarke as President. Mrs. Agnes Ray was elected Vice-President.

President Clarke announced the death of Dr. George W. Stone at his home in Santa Cruz that morning. Dr. Stone was one of the original members of the State Board of Education appointed in 1913.

The commissioners were requested to work out a plan which would enable one of them to spend a part of each week in the Los Angeles office.

Mrs. Bryant was requested and authorized to spend one or two days a week in the Los Angeles office.

The Board authorized the holding of the State Board examinations for the general high school credential, to be held simultaneously in Los Angeles and Berkeley in June or July, at the discretion of the Commission of Credentials, provided sufficient applicants desire to take such examinations as to warrant the arrangements for the same.

The following resolutions were adopted:

"Resolved, That the State Board of Education hereby establishes on and after September 1st, 1923, as the general standard for granting the general elementary credentials for other than holders of the bachelor's degree, two and one-half years of work of collegiate grade of present-day standard, including one year of professional work, six units of which must have been secured in a California teacher-training institution, and of which two units must have been in the California school system and school law, provided that one year of teaching experience may be accepted in lieu of eight units of professional training, and two years of teaching may be accepted in lieu of sixteen units of professional training;

"That for the general high school and junior high school credentials the maximum allowed for teachers' courses in high school subjects be increased from two units to a maximum of four units in two or more subjects; that the requirement of twenty-one units of professional work in education be further postponed, and that after September 1st, 1923, eighteen units of work in education be required."

"Resolved, That the State Board of Education authorizes the Commissioner of Secondary Schools to call as in previous years a State Conference of Teachers of Oral

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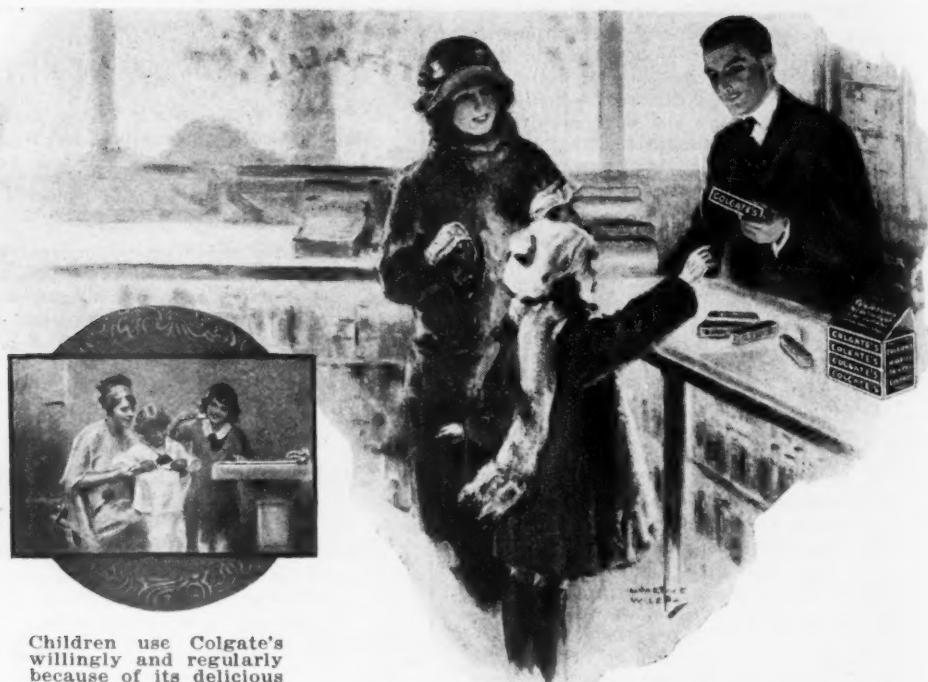
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English and Dramatic Art to meet in Berkeley, May 24th, 25th and 26th."

In view of the fact that thirty-two California high schools offer courses in dramatic art, therefore,

"Be it resolved, By the California State Board of Education, that courses in oral and dramatic expression be encouraged in the high schools of the state, and

"Be it further resolved, That the said Board recommends that high schools discourage the production of class plays which attempt to approach professional standards."

The following prices on state textbooks were adopted, to take effect at once:

F. O. B.
Sacramento. Postpaid.
Geography, Part One.....\$.65 \$.73
Geography, Part Two..... .67 .75

The Board adjourned to meet in Sacramento in regular quarterly session, June 25th, 1923.

WILL C. WOOD, Secretary.

Minnesota is in the midst of a legislative campaign for teacher tenure. A bill provides for permanent employment in a particular district only, but includes superintendents, principals, supervisors and instructors. The bill provides for a state-wide duty on the part of employing officers, but not the transfer of the permanency provision from one district to another. The state also proposes amendments to the 1915 pension law; the teacher to contribute \$65.00 per year for thirty years, to be matched by a like amount by the state.

Ten thousand dollars in prizes! Such is the offer made by the American Wood Working Machinery Company on page 233 of this issue. Every teacher of cabinet making and every director of vocational education will be interested. Note that every teacher sending 500 words or more will receive a prize, ranging in value from an elegant fountain pen to \$500 in cash. The essays will be based on how to make the woodworking or cabinet making department more educational in the training of boys. The best essays will be bound in book form and be given a national circulation. And essays considered worthy of entrance to this book will be awarded special cash prizes by a board of judges, consisting of three men high in the vocational field. Teachers interested should write at once for booklet, "Details of Essay Contest." Address American Wood Working Machinery Company, Rochester, N. Y. You will need the booklet (1) to know the exact wording on the subject, (2) to note the final date for submission of essay, (3) to study the real educational idea behind this generous offer and (4) to see just how the essays will be judged. It is interesting to note that literary style will count only 20 per cent and thought content 30 per cent while practical application will be rated at 50 per cent. The American Wood Working Machinery Company is to be congratulated on this forward looking plan.

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June 25-August 24, 1923

Regular Session, Thirty-six Weeks
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Full credit on summer courses, semester basis, for diplomas and degrees.
Excellent summer recreation opportunities.

The following groups of courses are offered:

Vocational Education — 7 professional courses, 40 shop courses.
Industrial Arts—40 courses.
Household Arts—33 courses.
Science and academic work required for diploma or degree—23 courses.
Athletic Coaching—5 courses.

Catalog giving outlines of courses, schedule of classes for summer session, and full information as to qualifications for entrance, requirements for graduation, and expenses for summer session or academic year, will be sent to anyone on application to

THE PRESIDENT
The Stout Institute - Menomonie, Wis.

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O. Summer A. Session C.
June 18---July 28

Visiting Specialists in Nutrition, Tailoring (an experienced tailor), Home Decoration, Costume Design, Fancy Cookery (Portland chef), will supplement regular faculty in Home Economics. For special lectures and regular courses see bulletin outlining work in many fields of

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California School of Arts and Crafts: June 25th to August 3rd. Offers 40 courses in the arts and crafts with instruction given by 18 specialists. Special courses have been arranged for teachers both in the graded and rural schools. Courses will be given to students from the elementary and high schools. Advanced courses will be available for supervisors and teachers of the arts and crafts. Credit for many courses given in the Summer Session will apply toward degrees. For illustrated Summer Session catalog write F. H. Meyer, Director, California School of Arts and Crafts, 2119 Allston Way, Berkeley, California.

California School of Fine Arts: June 18th to July 28th. Among the courses offered are those in drawing, painting, design, interior decoration, commercial art, advertising and illustration. A special feature of the 1923 Summer Session will be a course in design given by Adolfo Best Maugard, Director General of Drawing and Manual Arts of the Republic of Mexico. For catalog address Lee F. Randolph, Director, California & Mason Streets, San Francisco.

Chico State Teachers' College: June 18th to July 27th. For full information write to C. M. Osenbaugh, President, Chico State Teachers' College, Chico, Calif.

Fresno State Teachers' College: The Sierra Summer School conducted by the Fresno State Teachers' College will be held at Huntington Lake from July 2nd to August 10th. The work offered will include courses in Biology, Fine Arts, Education, English, History and Social Sciences, Mathematics, Mechanical Drawing, Spanish and French, Music and Physical Education. Particularly in the department of Education attention is called to two new courses—one in Civic Education and the other in Objectives in Education. More courses, also are offered by the department of History and Social Sciences. For bulletin address W. B. Givens, Dean of Summer Session, State Teachers' College, Fresno, Calif.

Humboldt State Teachers' College: June 18th to July 27th. For full information write to N. B. Van Matre, President, Humboldt State Teachers' College, Arcata, Calif.

National Kindergarten and Elementary College: June 18th to August 10th. Many practical courses for kindergarten and primary grades of the public schools and in the College Demonstration School. Write for bulletin and book of views to the Registrar, National Kindergarten and Elementary College, Box 40, 2944 Michigan Boulevard, Chicago, Ill.

Oregon Agricultural College: June 18th to July 28th. Courses in Home Economics, Commerce, Physical Education, Smith-Hughes work, Vocational Education, Agriculture, Industrial



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The map of California highlights several locations for summer sessions:

- HUMBOLDT (ARCATA)**: June 18—July 27
- Mr. SHASTA**: June 18—July 27
- CHICO**
- SAN FRANCISCO**: July 9—Aug. 17
- SAN JOSE**: June 25—Aug. 7
- FRESNO**
- HUNTINGTON LAKE**: July 2—Aug. 10
- SANTA BARBARA**: June 25—Aug. 17
- SAN DIEGO**: July 9—Aug. 11

Arrows point from the text "Located for Service" and "Timed for Convenience" towards the locations on the map.

1923 Summer Sessions

California State Teachers' Colleges

*Located for Service
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Courses for
KINDERGARTEN ELEMENTARY and JUNIOR HIGH GRADES and SPECIAL SUBJECTS

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State Department of Education
WILL C. WOOD
Director of Education

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Palmer Method Penmanship Summer School: A five weeks' Summer Session from June 18th to July 20th. The Palmer Summer Schools will hold sessions in Boulder, Colorado; Cedar Rapids, Iowa; New York City. For special information concerning the Boulder School write A. N. Palmer Co., 2128 Calumet Ave., Chicago; for information about the New York School write A. N. Palmer Co., 30 Irving Place, New York City; for information about the Iowa School write W. C. Henning, Cedar Rapids Business College, Cedar Rapids, Iowa.

San Diego State Teachers' College: July 9th to August 10th. Sessions will be given daily, Monday to Saturday inclusive, for five weeks, and enabling teachers to attend the N. E. A. Convention in Oakland and San Francisco. The program includes eleven courses in education, six courses in history, literature and geography, two courses in Spanish, five courses in physical education, eight courses in industrial and fine arts, three courses in music, four courses in home economics, together with courses in nature study and elementary science for the junior high school—a total of forty-two. For bulletin address the Registrar, San Diego State Teachers' College, San Diego, California.

San Francisco State Teachers' College: July 9th to August 17th. The program of courses will include eight courses in the Physical Sciences of Chemistry, Physics, Astronomy, Geology, Economic Geography and Physical Geography; nine courses in Biology, Physiology, Bacteriology, Nature Study and Junior High School Science; three courses in Psychology; seven courses in Social Science and Philosophy; eleven courses in Education; three courses in Mathematical Principles; five courses in Literature; course in Music; seven courses in Drawing; five courses in Physical Education; five courses in Hygiene; four courses in Immigrant Education and three courses in Home Teaching. For full information write to F. L. Burk, President, State Teachers' College, San Francisco.

San Jose State Teachers' College: June 25th to August 7th. Courses in Education; the Elementary Curriculum; Educational Psychology; Educational Measurements; Social Science; Drawing; Industrial Arts; Manual Arts; Home Economics; English and Literature; Music; Physical Education; Americanization Problems and Methods; Problem Project Work. For bulletin address the President, State Teachers' College, San Jose, Calif.

Santa Barbara State Teachers' College: June 25th to August 17th. This institution has recently been approved for the granting of de-

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grees with majors in Community Mechanics and Home Economics. The Summer Session is attempting to feature these lines as extensively as possible. At the same time offerings for six weeks are being made for all elementary teachers. The courses, therefore, will be for both elementary teachers and those either in service in the secondary special lines or preparing to enter those lines. Courses in art and music will also be offered. For bulletin, address C. L. Phelps, President, Santa Barbara, Calif.

Southwestern University, Los Angeles—A training course for teachers of Gregg Shorthand, July 9th to August 18th, comprising instruction in the manual of Gregg Shorthand, thorough review, dictation drills and rhythmical typewriting. There will be special instruction in shorthand penmanship, blackboard drills, teaching methods, the correlation of shorthand and typewriting, and the development of speed in both typewriting and shorthand. Dictation classes will be conducted at varying rates of speed. Collateral subjects offered in this session include bookkeeping, commercial law, comptometer, secretarial training, business English, penmanship. The Gregg Teacher's Certificate over Mr. Gregg's signature is conferred on those completing the course successfully. For bulletins, write Southwestern University, Wilcox Building, Los Angeles.

The Stout Institute: June 25th to August 24th. The following groups of courses are offered: Vocational Education, 7 professional courses, 40 shop courses; Industrial Arts, 40 courses; Household Arts, 33 courses; Science and Academic work required for diploma or degree, 23 courses; Athletic Coaching, 5 courses. For catalog with full information address the President, the Stout Institute, Menomonie, Wisconsin.

Miss Swope's Summer School: The Berkeley Session will be held in the Frances Willard Intermediate Building, at Telegraph Avenue and Ward Street, from July 2nd to July 20th. The Long Beach Session will be held in the George Washington Building at Eighth Street and American Avenue, from July 30th to August 17th. The courses include methods and plans in Reading, Arithmetic, Language, Spelling, Geography, Penmanship, Drawing, Sense Training, Seat Work, Craft Work, Sand Table and Project Work, Story Telling, Dramatization and School Management. There will also be classes in Physical Education, Folk Dancing, Mental Testing, Thrift and Americanization Work. For information address Miss Caroline Swope, 837 Linden Ave., Long Beach, California.

University of California, Berkeley Session: June 25th to August 3d. For bulletin with full information, address Recorder of the Faculties, University of California, Berkeley, Calif.

University of California, Southern Branch: July 2nd to August 11th. A few of the many courses offered are those in Agriculture, Landscape Gardening, Criminology, Education, Americanization, Industrial and Continuation Edu-

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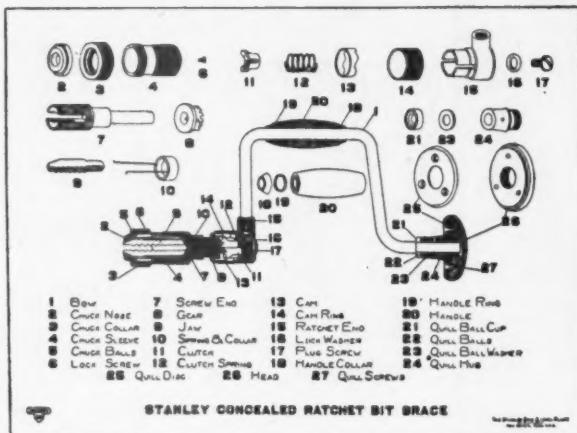
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cation, Journalism, Public Speaking, etc. For bulletin address Executive Secretary of the Summer Session, Junior Orpheum Building, Eighth and Hill Streets, Los Angeles.

University of Chicago: First term in Summer Quarter June 18th to July 25th; second term July 26th to August 31st. The colleges, the graduate schools and the professional schools offer fully accredited courses in Arts, Literature, Science, Divinity, Education, Law, Medicine, Commerce and Administration and Social Service Administration. For complete information address University of Chicago, Faculty Exchange, Box 617, Chicago, Illinois.

University of Southern California: July 2nd to August 11th. Courses have been arranged to meet the demands of lower division, upper division and graduate students, especial attention being given to graduate work. For bulletin write to Director of the Summer Sessions University of Southern California, Los Angeles, Calif.

Zaner Method Summer Session: July 2nd to August 10th. The University of Southern California, Los Angeles, offers under the direction of R. E. Wiatt, Supervisor of Writing in the Los Angeles Schools, a course in Penmanship and Penmanship Supervision. Write to Mr. Wiatt for additional information.

Southern California has a High School Press Association. Fifty secondary teachers of journalism recently met and decided to stage an interschool journalistic contest. Schools are to be grouped in three leagues, according to their size.

Class A—Schools having an enrollment of 1,800 or more.

Class B—Schools enrolling 1,000 to 1,800.

Class C—Schools enrolling less than 1,000.

Reports, to accompany the contest papers finally submitted, should give information on print-shop and editorial equipment and submit their chosen samples of papers, to be rated by the judges upon:

1. Reporting (the adequate covering of a wide range of news subjects).
2. News evaluation.
3. Editorial and feature writing.
4. Head writing (including bank writing).
5. Typographical accuracy.
6. The makeup.
7. Honesty in presenting facts and dates of events.

The comment is added that the judges should take into consideration English, originality, character and tone, interest, general impression of the paper, etc.

Every month the United States Bureau of Education issues a "Record of Current Publications," fairly classified under important headings. Teachers may make arrangements to receive the list regularly and would find it worth while, both as a suggestion of the activities in the field of professional literature and as a guide to one's own buying.

PENMANSHIP

The University of Southern California, Los Angeles, offers, under the direction of Mr. R. E. Wiatt, Supervisor of Writing in the Los Angeles Schools, a course in Penmanship and Penmanship Supervision during the Summer Session, July 2nd to August 10th, 1923. Miss Marietta C. Ely, Assistant Supervisor of Writing in the Los Angeles Schools, will assist in this Course.

The course will be conducted in such manner as to accommodate two groups of students, as indicated in the brief description below.

I. The Zaner Method, which is used throughout the State of California, with emphasis upon blackboard work. The course is of especial value to those interested in penmanship supervision, in high school teaching, or in personal improvement writing. Those completing the course satisfactorily will be awarded a "Zaner Method Certificate." An important feature of this course will be the use of the phonograph in the teaching of writing.

II. A special course for principals and for teachers who have obtained a Zaner Method Certificate. The course pertains particularly to the supervision of writing by the principals, as well as to teachers in departmental work, or teachers who have been delegated to teach writing in different grades. There will be a thorough explanation of the grading of writing by the use of the Ayers, Thorndike, and Zaner Writing Scales. The phonograph will be used in this course the same as in Course I.

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THE ZANER METHOD CALIFORNIA SUMMER SESSION WILL BE HELD IN CONJUNCTION WITH THE UNIVERSITY OF SOUTHERN CALIFORNIA SUMMER SESSION WITH NO ADDITIONAL COST. WRITE TO R. E. WIATT FOR ADDITIONAL INFORMATION.



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STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912.

Of Sierra Educational News, Published monthly at San Francisco, California, for April 1, 1923.

State of California, County of San Francisco, ss.

Before me, a Notary Public, in and for the State and county aforesaid, personally appeared Arthur H. Chamberlain, who, having been duly sworn according to law, deposes and says that he is the managing editor of the Sierra Educational News, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher—California Teachers' Association, San Francisco, Cal.

Editor—Arthur H. Chamberlain, San Francisco, Cal.

Managing Editor—Arthur H. Chamberlain, San Francisco, Cal.

Business Managers—None.

2. That the owners are: (Give names and addresses of individual owners, or, if a corporation, give its name and the names and addresses of stockholders owning or holding 1 per cent or more of the total amount of stock.)

California Teachers' Association, Incorporated.

No stockholders holding 1 per cent or more of total amount of stock.

Arthur H. Chamberlain, Secretary, San Francisco, Cal.

Mark Keppel, President, Los Angeles, Cal.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.)

None.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company, but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds,

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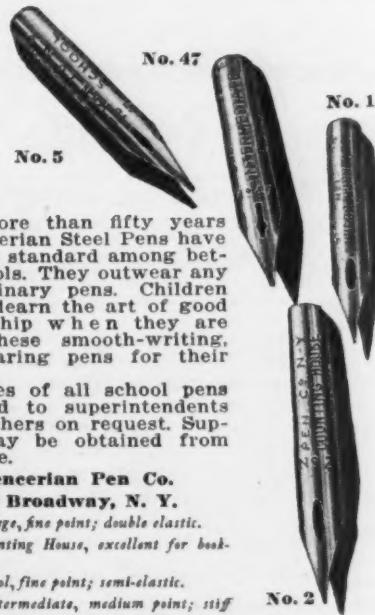
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5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the six months preceding the date shown above is:—(This information is required from daily publications only.)

ARTHUR H. CHAMBERLAIN,
Editor.

Sworn to and subscribed before me this 3rd day of April, 1923.

(Seal.)

EDITH W. BURNHAM,
Notary Public in and for the City and County of San Francisco, State of California.

(My commission expires January 30, 1926.)

The Third Annual Shakespeare Festival will be held at the Philharmonic Auditorium, Los Angeles on Friday, May 4, 1923. Schools con-

tributing to the program are: South Pasadena High, Hollywood High, Pasadena High, Franklin High, Los Angeles High, Jefferson High, Glendale High, Lincoln High, Manual Arts High, Santa Ana High, Long Beach High, Manual Arts Evening High, Polytechnic High, Alhambra High, Venice High. The keynote of the Festival is sincerity in interpretation, simplicity in production.

E. W. Clark, **Supervising Principal**, Senior and Junior High Schools, Venice, California, has proved himself to be one of the best conductors and organizers of European tours. A tour with Mr. Clark provides a Summer School travel course of the highest order. Three sailings are announced from New York on June 16th, June 30th and July 7th. Address all inquiries to The Clark Tours, Venice, California.

Say you saw it in the Sierra Educational News

It goes without saying that one of the abiding purposes of every teacher should be the building up of a personal collection of books as a private library. It makes little difference what access one may have to public or school libraries. One's working library must be where one's personal work and study are done. Of course this collection should include the latest authoritative works on general education and its processes. But teaching has become, in the larger schools especially, so specialized, that there is needed by one acquaintance with the helps on his own particular work. Bibliographies have multiplied amazingly in recent years, and represent every considerable specialty in teaching.

"Reliable Recipes," published and distributed by the Calumet Baking Powder Company, is now printed in the following languages: English, Bohemian, German, Hungarian, Norwegian, Italian, Polish, Spanish, Jewish. These foreign editions have a unique feature of a column in the American language paralleling the column in the foreign language. This feature helps to Americanize our foreign-born citizens and make them familiar with the American language.

The wonderful progress made in the development of music appreciation in the public schools and other educational institutions throughout the entire United States is largely due to the talking-machine and talking-machine records. One of the results of this has been to bring about a demand for more recordings of music of the symphonic type, and a new series of orchestral records by orchestras of established reputation and under the direction of renowned conductors, recently issued by the Victor Company are therefore of timely interest. The new issues include Beethoven's majestic "Seventh Symphony in A Major," Ravel's strange "Mother Goose" suite, and Wagner's great "Meistersinger Overture"—all made under the baton of Albert Coates, one of the leaders of musical England, who has championed the modern music of all nations, and been among the first to yield place to more than one unknown composer struggling for a foothold. Under the direction of Percy Pitt, the symphony orchestra presents two numbers from the Niebelungen dramas of Richard Wagner, and in spite of the technical difficulties of an almost insurmountable kind they are highly unusual records. "Forest Murmurs" is the scene where Siegfried, the woodland youth, half human, half pagan divinity, becomes conscious of nature and perhaps of his place in the scheme of it. The "Rhine Journey," in the closing tragedy of the Ring series, is really the recapitulation of the whole story in the mind of Siegfried, the scores of musical "leading motives" recalling, one by one, the series of events which led through the play of all-too-human greeds and passions to the downfall of the Norse gods. Many books of analysis have been written. Here is some of the music. These new records are all of a character that makes them of unusual value in school work.

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SAN FRANCISCO
MAY 1, 1923

A state-wide scholarship competition has been announced by the California School of Arts and Crafts. The four scholarships are offered to California high school pupils who graduate during the school year ending June 30th, 1923. Two of the scholarships provide tuition for the full school year beginning July 31, 1923. Two of the scholarships provide tuition for the Summer Session to be given in Berkeley from June 25th to August 3rd. All drawings entered in the competition must be in Berkeley not later than noon of May 15th. Full details may be secured by writing to F. H. Meyer, Director, 2119 Allston Way, Berkeley.

The High School Principals' Convention will be held at Camp Curry in the Yosemite Valley from May 14th to 19th. The general sessions will be held in the Camp Curry Auditorium. Special camp fire evening programs will be given. Commissioner A. C. Olney has arranged a splendid program.

A delegate from Italy to the World Conference in San Francisco opening on June 28th arrived in New York in March, and was registered on the steamer as a delegate. She told the captain that Italy would send fifty delegates.

Mr. F. H. Boren, principal of the University high school, Oakland, is the author of "School Administration under California Statutes (type-written), which is being used in a new course at the University, required by the State Board, in California School Law, for certificate credit.

Hester Grammar School, San Jose; St. Joseph's Academy, Alameda; Glenn Co. High School, Willows; Rio Linda Grammar School, Rio Linda; and Fowler Union High School, Fowler, have installed the



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WHAT DO OUR CHILDREN KNOW?

(Continued from page 254)

even they are sadly handicapped by the untrained material upon which they have to work.

"Lawrence Sterne wrote in 'Tristram Shandy':

"I am convinced Yorick,' continued my father, half reading, half discoursing, 'that there is a Northwest Passage to the intellectual world; and that the soul of men has shorter ways of going to work, in furnishing itself with knowledge and instruction, than we generally take with it.'

"There is a Northwest Passage. It lies in a new ideal, a new method, a new inspiration—and a new model.

"The new education will make training and exercising every power or faculty of mind the supreme aim, and the getting of knowledge secondary. But in the exercise of the faculties so much real, vital, usable knowledge would be given that would be constantly used in the daily life of the student that he would be better off than if he retained what he now learns.

"This absolute reversal of our present theory will transform the ideals, atmosphere, method, and spirit of our teaching. It will make school a joy to the child instead of a long, dreary punishment. And it will be a constant inspiration through his whole later life."

The survey of public education in Oklahoma that began in November, 1922, under the direction of Dr. William T. Bawden, Assistant to U. S. Commissioner J. J. Tigert, has been completed. A report has been made and a digest of it published by the U. S. Bureau. It is one of the most satisfactory of all the State Educational Surveys, and will well repay study by all who are interested in the development of school systems and their machinery for working.

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Courses arranged to give practical experience applicable in classrooms and wherever children are. (Demonstrations with Children include):

Current Educational Problems—Socialized Activities in the Elementary School—Essentials in Speaking—The Project Method (Demonstrated) — Educational Measurement in the Kindergarten and Primary Grades—Plays and Festivals for Children —The Bentley Rhythms (Demonstrated)—Religious Education in Childhood.

1923 Summer Bulletin upon application to: REGISTRAR, SUMMER SCHOOL, BOX 40, NATIONAL KINDERGARTEN AND ELEMENTARY COLLEGE, 2934 MICHIGAN BOULEVARD, CHICAGO, ILLINOIS.

W. C. Harper, Pacific Coast representative of the John C. Winston Co., recently appointed R. P. Burkhead to represent the company in Oregon and Washington.

SAN FRANCISCO STATE TEACHERS' COLLEGE SUMMER SESSION

The San Francisco State Teachers' College will conduct its regular Summer Session for the six weeks beginning July 9, 1923.

Owing to limitations of the legislative budget the session will be partly financed by the Student Body; a fee of \$10.00 covering all charges will be charged students who are not regular undergraduates. The regular members of the faculty will contribute their services without extra remuneration.

The courses offered will be chiefly of a practical nature very specific to actual teaching conducted by instructors of public school training. The program will include:

8 Courses in the Physical Sciences of Chemistry, Physics, Astronomy, Geology, Economic Geography and Physical Geography; under instruction by Miss Dorothy Bernard, Dr. Henry C. Biddle and Mr. O. W. Freeman.

9 Courses in Biology, Physiology, Bacteriology, Nature Study and Junior High School Science given by Miss E. B. McFadden, Miss Grace Findlay and Miss Dorothy Bernard.

3 Courses in Psychology by Dr. Albertine Richards and Miss Hilda Holmes.

7 Courses in Social Science and Philosophy by Dr. Clifford Barrett, Miss Hilda Holmes, Dr. Albertine Richards, and Miss Olive Thompson.

11 Courses in Education by Mrs. Grace Stanley, State Commissioner of Elementary Education, Mr. E. Morris Cox, Assistant Superintendent of Oakland Schools; The California School System and Educational Objectives by Mrs. Anna V. Dorris (Visual Instruction); Miss Clara Crumpton (Teaching Beginners to Read); Miss Alice Leutsker (Demonstration of teaching California State Series, tests in Arithmetic and Educational Measurements); Miss Mary E. Ely and Miss Nina Kenagy (Demonstration course in Kindergarten instruction); Miss Catherine E. Burkholder (Demonstration course in Language teaching.)

3 Courses in Mathematical Principles by Mr. A. S. Boulware.

5 Courses in Literature by Mrs. Cora Paine McKay, Mrs. J. J. Cuddy and Miss Jessie Casebolt, (Story telling and Impromptu Dramatics).

Music by Mrs. McCauley, Mrs. Irene Cooke Farnkopf (State Series Texts, part singing.)

7 courses in drawing by Miss Hilda Smith (The Augsburg System) and Miss Hazel Bemus (School art instruction.)

5 Courses in Physical Education by Miss Virginia Whitehead; 5 courses in Hygiene by Dr. Edna Barney and Miss Mary Preston.

4 Courses in Immigrant Education by Mrs. Bertha Monroe and Mrs. M. Bell; 3 courses in Home Teaching by Mrs. Bertha Monroe.

SUMMER SESSION

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July 9 to August 10

(Sessions daily, Monday to Saturday inclusive, for five weeks, completing the regular thirty day program, and enabling teachers to attend the N. E. A. meeting, in the first week of July, at Oakland, Cal.)

REGULAR DIPLOMA COURSES, COLLEGE COURSES AND SPECIAL SUBJECT COURSES.

*Bulletin ready May 1st.
Address the Registrar.*

WASHINGTON SUPPORTS CALIFORNIA

(Continued from page 255)

California, in spite of the unusual expenditure of time and money involved, was the result of a recognition of California's preeminent place in the field of public education. What was more fitting than that the teachers of the nation and of the world should meet in the Golden State, there to deliberate as to how the school may be made a more potent force in the upward struggle of mankind.

The National Education Association would especially regret any action on the part of the California Legislature indicating a loss of faith in the efficiency of the public school as a builder of good citizenship. In behalf of the President, William B. Owen, and other officers of the association, I appeal to your executive committee and to the citizens of the state to prevent any action that will make California a less appropriate meeting place for the teachers of the nation and of the world.

The Spencer Lens Company announces the removal of their Pacific Coast branch office to new and larger offices at 45 Second Street, San Francisco. Here will be the headquarters of C. C. O'Loughlin, western representative of the company. In the new offices greater facilities will be provided for executing orders.

AN EDUCATIONAL PARABLE

(Continued from page 267)

discourse as dry as sawdust—carefully sidestepping every trace and shadow of emotion.

Just why oral and written English, as taught in our high schools, (both oral and written English are as closely connected as Siamese twins) should evolve this formal dismal result, in the main, is curious. This result is not in the least intended, is not desirable, and yet it is there. What is the remedy?—for there is a plain obvious remedy, if we could but see it—and it is important that the remedy be found and formulated. We may revert to the subject in the future.

E. E. G.

"**A teacher of average ability**" may earn \$500 to \$1000 this summer, according to F. E. Compton & Co. Compton's Pictured Encyclopedia is a truly remarkable book and is attracting school men and women who never before thought of selling anything. Mr. Carroll G. Pearse, for example, has recently resigned his position as president of the Milwaukee State Normal School to join the Compton sales force. Turn to pages 234 and 235 for interesting details concerning the Compton offer. Compton's Pictured Encyclopedia has won an immediate, nation-wide, enthusiastic reception. It is worthy of the attention of any teacher who desires high-grade summer work. Dr. William B. Owen, president of the National Education Association has written a strong endorsement. Mrs. Mary C. C. Bradford was a member of the Compton sales force until she was recently reelected State Superintendent of Colorado. The encyclopedia is a genuine educational contribution, very well written in the terms of today and tomorrow.

The International Kindergarten Union held its thirtieth annual meeting at Pittsburgh, April 16th-20th. Miss Luella A. Palmer of New York City presided. Among the notable sessions scheduled was that on the formation and development of state organizations.

California County Superintendents were represented at the recent meeting of the National Association of Administrative Women at Cleveland, by Miss Ada York of San Diego County. Mrs. Susan Dorsey of Los Angeles is Vice-President of the Association, but was not able to attend. Mr. Pope, Superintendent of Santa Barbara County, was also present at the Cleveland meeting of Superintendence. The policy is developing in many states to have representation from the county departments of education. "While we are so earnestly talking about advancing the cause of rural education," says Miss York, "there should be no discrimination in favor of city superintendents in this matter of benefits and privileges of attendance at the big meetings of educators."

The time for rebinding text and reference books will soon be at hand. Schools and libraries with books to be rebound should read page 242 of this issue. The Foster and Futernick Co., 39 Battery Street, San Francisco.



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There was recently issued from the Vocational Division of the State University a bibliography on part-time schools and classes; and now comes from the New York State Library a "Selected List on Part-Time Education," compiled by Faith E. Smith of Los Angeles.

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For the adequate care of the thousands of visitors whom the San Francisco-Oakland Convention Committee expect to handle during the coming convention of the National Education Association and the World Conference on Education, housing bureaus have been opened in the two host cities. The Oakland bureau is in the office of the Oakland Chamber of Commerce, under the direction of Orton E. Lucas. The San Francisco bureau is in the Exposition Auditorium, where the World Conference on Education will hold its sessions. Miss Catherine Hughes is in charge. Both bureaus are listing all of the housing facilities of the two cities—hotels, apartments and private homes. They are prepared to handle reservations direct, and request all delegates to make their reservations at the earliest possible date. The fullest possible cooperation with the hotel associations of the two cities has been assured.

The South Pasadena High School is to have six additional acres, and the city is to erect two new elementary schools on sites already owned, as a result of the recent bond issue for \$200,000. This issue was voted by an overwhelming vote of four to one.

The Department of the Interior, through the Bureau of Education, announces the receipt of an invitation, extended through the Minister of the Czechoslovak Republic, by the Czechoslovak Ministry of Public Schools and Education, to all the institutions in the United States interested in the program to send delegates to an International Congress of High School Professors, to be held at Prague, Czechoslovakia, during the last week of the month of August, 1923. The main problems which will be discussed at the Congress are: Moral Education; Examinations at the Termination of High School Courses; The Relation Between the Family and the School; Reorganization of High School Education; Education of Women; International Exchange of Correspondence; Reciprocity of Diplomas; Federation of Intellectual Workers; International Codification. Further details in regard to the Congress may be obtained by addressing the Ministry of Public Schools and Education, Prague, Czechoslovakia, or the U. S. Bureau of Education, Washington, D. C.

The reorganized Association is no longer primarily an audience, but an organization. The older Association provided an open forum. Papers and discussions were read before fellow teachers and the general public. Publications of all papers in the annual volume extended the audience and gave permanence to the record. The annual meeting provides for the discussion of important topics by competent speak-

ers before gatherings of teachers. The power and value of this face-to-face experience cannot be ignored. But an organization like the National Education Association must conceive and formulate purposes, must frame principles and policies, must establish ways of procedure, must adopt and refine methods of investigation and publicity. In a word, the Association must stand for something definite in the minds of its members and the public.—Dr. William B. Owen, President of the National Education Association, Chicago, Ill.

It is reported that all but four states now have permissive laws, at least, for the establishment of public kindergartens. Recent plans have shown astonishing progress. Thirty-two states show an increase of nearly 40,000 children enrolled. Approximately one-third of this gain is in California. Massachusetts, Minnesota, New Jersey, Michigan, Montana and Illinois have increased their enrollment by from 2,000 to 4,000. Six hundred eighty-one towns and village districts of less than 2,500 population are carrying on kindergartens in their smaller communities at public expense.

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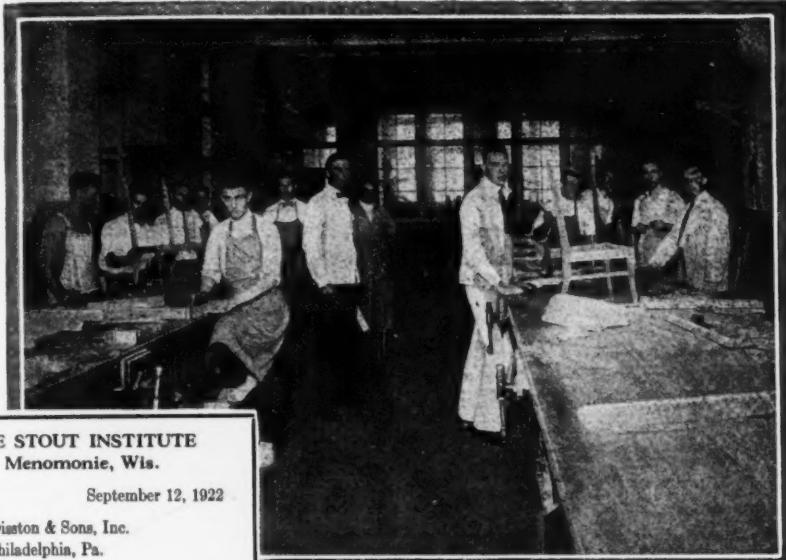
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